

University of Alberta

Education Faculty Council

The Education Faculty Council met on Friday, January 20, 2012 at 3:30 p.m. in Council Chambers, 2-1 University Hall.

Present: M Abbott, A Abdi, C Adams, J Anuik, P Boechler, G Buck, L Cammarata, M Carbonaro, D Conrad, M Cooley, Y Cui, J da Costa, L Daniels, L De Fabrizio, J Dempsey, K den Heyer, D Donald, B dunn, D Elliot, A Fidyk, E Gardner, G Gauthier, D Hamilton, K Harder, D Haywood, C Hickson, A Hodgson-Ward, I Johnston, J Kelly, A Kirova, R Klassen, K Koch, Mi Kohlman, L Laidlaw, D Larsen, J Leighton, J Long, B Luimes, A Manera, I Martyniak, S Materi, J McClay, L McGarvey, A McInnes, L McQuarrie, N Melnychuk, F Merali, A Montgomery, P Newton, N Nocente, R Parrila, J Pegg, P Pente, F Peters, C Poth, L Prochner, L Ranta, C Rinaldi, K Robinson, M Rossiter, B Shokal, L Shultz, E Simmt, B Smilanich, KSmith, R Sockbeson, J Sousa, E Steinhauer, G Sterenberg, F Sylvester, H Van Roessel, J Van Vliet, J Wallin, C Weber-Pillwax, B Whelton, B Williams, L Wiltse, R Wimmer, S Yohani, M Yurick

F Snart (Chair), Bj Werthmann (Secretary)

Sign in sheet is attached to original minutes.

1. Approval of Agenda

To allow ample time for discussion of agenda item 6, items 2, 3, 4 and 5 will be held to the next meeting. Item 6 will become item 2.

MOVED TO APPROVE the agenda as amended.

*C Rinaldi
L McQuarrie
CARRIED*

2. Undergraduate Program Review

Opening statement from Dean Snart

The Dean reviewed our progress in revising the undergraduate B.Ed. program, including the development of Principles and a Curriculum Framework, both of which were approved at Faculty Council. Thoughtful direction was provided through the efforts of the Curriculum Implementation Committee, and we are now able to move forward to develop a new program model. It has been 15 years since the undergraduate program underwent a major review. Reference was made to the important perspectives of our newer faculty members, and the needs of current graduating teachers.

Conversations have taken place across Departments and need to continue. We now have an opportunity to discuss as a Faculty a new program structure. This is the first step toward the creation of a consistent program with the appropriate requirements. Once a structure is in place, we can discuss the curriculum with much more specificity.

We will also need to look at the governance of the program in adherence to the *Statement of Principles*, item 1.8 “A committee monitors the congruence between the program circumstances and makes biennial recommendations for program changes to Faculty Council. This will build in ongoing attention to the program to ensure it stays current and strong.

The Dean invited each Department Chair to make an opening statement.

Dr Larry Prochner, Chair, Elementary Education

- In November the Department held two open meetings to discuss the proposed model, with very positive discussion taking place.
- In November, Department Council elected an ad hoc committee charged with creating recommendations for program changes for the Elementary route, based on the Principles and Framework documents.
- The model for the Elementary route under discussion is a result of the ad hoc committee's work.
- The model has received a 'vote of confidence' from Elementary Department Council.

Dr Susan Barker, Chair, Secondary Education

- To align its program with the *Principles* document, Secondary Education made changes in the IPT major plus added a required Language and Literacy course.
- These changes came about from the IPT working committee, a sub-committee of UAAC, and are similar to the model currently being proposed.
- Secondary Education was the last department to be consulted on the proposed model so has not had as much time to work with it.
- At this time, the Department does not fully understand the implications and are not unified in its views.
- Having all APTs in one term would cause Department staffing problems. There needs to be more flexibility considering its size as the Department simply cannot handle all students in one term.
- The idea of certificates to broaden students' expertise instead of minors is an interesting development for the Department.
- We need to move forward with the model and have faith that the details will help develop a strong program.

Dr Jennifer Kelly, Chair, Educational Policy Studies

- Using the *Curriculum Framework* document, Educational Policy Studies has been working steadily at thinking through their role and course offerings within the undergraduate program.
- In referencing the 14 components approved by Faculty Council in 2008, it is clear that Educational Policy Studies contributes not only required courses EDPS 310 and EDPS 410, but also core options to the undergraduate program.
A core option is not optional to the program, but optional within the program. These would be a selection of courses that fit within the context of the program and would be recognized as "necessary" rather than "possible" options. Such core options would not be squeezed out during the reorganization of the undergraduate programme.
- The strength and worth of the BEd is enhanced through a complex understanding of the social, historical, philosophical and geo-political context within which teaching takes place. These understandings are found within the core options.
- The draft model offers possibilities but must be based around organized changes undertaken through structured conversations with colleagues across the faculty, a balance of Curriculum and Instruction courses and core options, along with a strong reference to pedagogical initiatives.

Dr Jacqueline Leighton, Chair, Educational Psychology

- The undergraduate program was reviewed at the Department retreat in August 2011, with the goal of learning more about the program and how the Department could relieve pressure points for the students.

- Dr Carbonaro, a member of Educational Psychology who has a working knowledge of the undergraduate program, was asked to provide background information to Department members.
- In an effort to assist this understanding within the Department, Dr Carbonaro worked from existing documentation (e.g. Curriculum Framework, Statement of Principles) to offer some long term possibilities to the Department.
- Dr Carbonaro met very informally with other Department Chairs, Associate Chairs and faculty members to continue to gather information.
- Out of this process grew the draft model, which reflects the hard work of many people and committees, and much consultation across the Faculty.
- The Department of Educational Psychology supports the implementation of this model as a starting point within the Department.

Discussion:

Social and Cultural Education

- These topics should be on the agenda in all Departments.
- The ATA has a strong stand on diversity and human rights and offers professional development for all teachers.
- Pre-service teachers need to be having these discussions from the beginning of their education and continue to build from what they learn in this Faculty.
- EDU 250 could present the framework for Social and Cultural Education as a core course.
- Elements of all diversity and human rights issues should be in the core program, not just guest speakers or optional courses. There could be short modules within the core courses.
- Topics such as citizenship and social justice should be spiralled through core options to provide an opportunity for cross-departmental, inter-disciplinary discussions.

ESA Student Comments:

- ESA representatives spoke with peers prior to Faculty Council.
- Support was given for both the Elementary and Secondary proposed models.
- Many students support back-to-back practicum as what was learned in the first practicum flows easier into the next stage.
- There is strong support for placing core courses before the practicum.
- Students do not feel they are in a learning community. It is hard to share and have conversations with peers when everyone is doing something different (hence their support for a new, more consistent program structure).

Aboriginal Education component - comments were presented from the Aboriginal Education Ad Hoc UAAC sub-committee

- Alberta Education suggests an Aboriginal Education component for all education students that speaks to Aboriginal knowledge and history.
- There must be a clear understanding of the process used to develop this component, e.g. who will be involved, what stakeholders, what content, clarity of terminology.
- All students need a strong understanding of inclusiveness, ethics, culture, diversity, etc.
- This responsibility should not just be left to Aboriginal faculty and instructors, but should be spoken to across the Faculty

EDPS 410

- The content of EDPS 410 provides students with a legal understanding of government issues, the ATA, and the far reaching extent of these relationships, and to the ethical concerns in the

classrooms. It is not pedagogical in content but certainly speaks to the 'how' and 'why' of education.

- Taking EDPS 410 after the IPT provides a more incisive experience as students have had some experience in the classroom from the teacher's perspective.
- Offering EDPS 410 after the APT runs the risk of teachers ill prepared for non-pedagogical issues that may arise during their placement.
- The vast majority of students currently take EDPS 410 between their IPT and APT.

General comments:

- Elementary model provides background pre-APT to help students to feel confident in their school placement.
- Attention needs to be paid to the large number of students who arrive in year 3 from the colleges or as after degree students.
- There needs to be a balance in the practicum for the work of the Undergraduate Student Services and the placement schools.
- The elimination of minors will provide flexibility and allow elective courses.
- Secondary Education's sequence is problematic.
- Alberta Education requires 24 credits for majors.
- EDEL Synthesis and Integration course gives time to reflect after the practicum.
- Should the focus of EDU 250 be 'education' or 'teaching and learning?'
- Educational Policy Studies and Educational Psychology are often associated more with graduate level programming, however they play an important role in the BEd.
- Educational Policy Studies and Educational Psychology should be kept in mind during Elementary and Secondary's discussions of program changes to avoid conflicts.
- There is a gap in looking at what our responsibilities are as an institution and the role we play in community service, development and adult learning. Educational Policy Studies provides assistance in these areas.
- Alberta Education identifies eight curriculum areas within the Programs of Study. Health Education is one of those and has not been recognized in our program.

ATA comments

- ATA is grateful for being involved in this conversation by way of membership on Faculty committees and looks forward to continued discussions.
- The ATA has long discussed having EDU 250 at the beginning of the program. This is a course that five year students also need.

Wrap up

The Dean will continue to meet with department chairs and the work of UAAC will continue. Faculty members are encouraged to keep the conversations going throughout the Faculty.

Meeting adjourned at 5:10.

University of Alberta

Education Faculty Council

The Education Faculty Council met on Tuesday, February 7, 2012 at 3:30 p.m. in Council Chambers, 2-1 University Hall.

Present:

J Anuik, M Carbonaro, D Chorney, M Cooley, J da Costa, J Davidson, L De Fabrizio, W Dunn, A Grace, D Hamilton, C Hickson, I Johnston, J Kelly, A Kirova, K Koch, M Kohman, J Leighton, C Leroy, M Mackey, S Materi, A Montgomery, J Parkins, K Robinson, E Simmt, K Smith, R Sockbeson, G Sterenberg, F Sylvester, H Van Roessel, J Wallin, B Watt-Malcolm, B Williams, L Wiltse, R Wimmer, M Yurick, F Snart (Chair), L Miller (recorder)

Sign in sheet is attached to original minutes.

1. Approval of Agenda

MOVED TO APPROVE the agenda as presented.

J da Costa

J Anuik

CARRIED

2. Minutes of the Education Faculty Council

MOVED TO APPROVE the December 6, 2011 minutes of the Education Faculty Council as presented.

A Montgomery

A Kirova

CARRIED

3. Minutes of the Education Faculty Council

MOVED TO APPROVE the January 20, 2012 minutes of the Education Faculty Council as presented.

E Simmt

M Carbonaro

CARRIED

4. Minutes of the Graduate Academic Affairs Council

MOVED TO RECEIVE the October 3, 2011 minutes of the Graduate Academic Affairs Council.

A Kirova

J da Costa

CARRIED

5. Minutes of the Undergraduate Academic Affairs Council

MOVED TO RECEIVE the November 24, 2011 minutes of the Undergraduate Academic Affairs Council.

C Hickson

M Carbonaro
CARRIED

6. Tribute to Dr Henry Hodysh

The Dean, having received the permission of Council, presented a tribute to Dr Hodysh prior to the Dean's Report item:

Dr Henry Hodysh took an early retirement from the Department of Educational Policy Studies in 2002 – following an original appointment with the Department of Educational Foundations, and following the merger of Foundations into the Department of Educational Policy Studies in 1994, eight years of joint appointment between Policy Studies and Elementary Education. Dr Hodysh focused his research in areas including the history of education, change and innovation, policy development, educational leadership, and curriculum analysis. He might be best described as an educational philosopher.

In 1998 Dr Hodysh contributed to the development of the coursework and structure for a new graduate program in the Social and Cultural Context of Education, including international and global education, in the Department of Educational Policy Studies. He served for a term as Editor of the *Alberta Journal of Educational Research*, and on a study leave he developed a conceptual framework for examining the periodical as a print medium, and applied the framework to an historical case study of *AJER* from its inception in 1955 to 1999. Dr Hodysh authored a book entitled *Restructuring the History of Education: The transformation of a Canadian experience*.

Comments from his students include the fact that he was encouraging, open and relaxed, and sincere in the belief that he was learning along with his students.

7. Dean's Report

7.1 External Unit Review Process

The Dean provided an update regarding the External Unit Review process. The reviewer report was received December 22, 2011, and responses to the seven recommendations have been completed. It was agreed that the Executive Summary of the report would be shared for discussion at a Faculty Council meeting this spring.

7.2 Dean Snart offered general discussion time:

- Budget/funding news – Until the budget is delivered on Thursday, February 9 funding is unknown; however, should the government budget deliver (as an example) a 0% change in funding, this could still mean a 2% cut to the University's budgets. University investments have been hit hard by global economic challenges. This year, the Faculty will use its reserve funds (and creativity) to maintain successful functioning.
- Premier Redford spoke at a February 6, 2012 Rotary Lunch (which the Dean and Vice-Dean attended) and was very positive in her comments about the University of Alberta.

8. Undergraduate Review Update (Dean & Department Chairs)

8.1 Larry Prochner (Chair, Elementary Education) gave a summary of Departments' deliberations on behalf of the Chairs who met on February 2, 2010 and who will continue to meet. Progress has been made and will continue. Student Association President, Brit Luimes, has gathered

information from and is surveying students. Ms Luimes will inform the Departments. Council members noted that the ESA has been proactive in the process of review.

- 8.2 Dean Snart noted that conversations are happening with Department Chairs and Associate Chairs and are essential, providing opportunities for the same messages and understandings across the Faculty. The Dean opened discussion:
- The question was asked whether the program wording, in March, will allow enough latitude to take to the “field” because it is important to honour the Faculty’s partners and ensure that a renewed program can be supported. *Dean Snart told Council that the next set of discussions will involve field experience staff.*
 - Mark Yurick told Council that at the recent meeting of the Edmonton Area Field Experience Committee (which includes 25 teachers who have been selected by their Locals), Drs Wimmer and Smilanich presented a draft of the reviewed program. Discussion and feedback resulted, and such conversations within EAFEC will continue.
 - Elementary’s model assumed that enrolment takes place in September, not in January. *Dean Snart replied that a January enrolment consideration was driven by concerns for Secondary Education. No discussion is off the table; changes and their effects will be analyzed.*
 - Efficacy reporting occurs periodically, every four to five years. However, the Faculty’s Director of Enrolment Management (Yvonne Norton) has begun surveying graduating students, which could include questions about their recent program experiences.
 - Dr Sockbeson spoke to the upcoming UAAC motion for six credits in Aboriginal content in the BEd program. A fact sheet will be distributed at Thursday’s UAAC meeting. Dr Sockbeson stressed that this request is not being made by a “special interest group” but by the Aboriginal Education ad hoc committee. Rebecca told Faculty Council that 60% of Alberta’s teachers are graduated from the U of A Faculty of Education and spoke to the Faculty’s participation in social change.
 - Dean Snart expressed the Faculty’s support for the realization of an ever growing population of Aboriginal students whose learning needs must be addressed.
 - The Dean informed Council that GFC Executive has approved recognition of one of the Faculty’s partners, Blue Quills First Nations College, on the degree parchment related to the Masters of Indigenous Studies delivery at Blue Quills. Wording will be “in partnership with Blue Quills First Nations College.”
 - Dr Montgomery spoke about the Department of Elementary Education’s discussions around a possibility for 12 Aboriginal-focus credits in the reviewed program, and also thanked Dr Sockbeson and the IEC for helping to raise and elevate consciousness.

Dean Snart closed the meeting with a comment that she looks forward to continuing discussion and the Faculty working together.

Meeting adjourned.

University of Alberta

Education Faculty Council

The Education Faculty Council met on Tuesday, March 6, 2012 at 3:30 p.m. in Council Chambers, 2-1 University Hall.

Present:

M Abbott, C Adams, J Anuik, S Barker, J Branch, G Buck, M Carbonaro, D Chorney, D Chovanec, M Cooley, Y Cui, J da Costa, L Daniels, J Davidson, K den Heyer, T Dust, B Dunn, R Foster, G Georgiou, M Gierl, D Hamilton, K Harder, D Haywood, C Hickson, A Hodgson-Ward, E Ingles, J Kachur, J Kelly, S King, A Kirvoa, K Koch, M Kohlman, L Laidlaw, D Larsen, J Leighton, C Leroy, M Mackey, A Manera, I Martyniak, S Materi, J McClay, A McInnes, L McQuarrie, F Merali, A Mikula, A Montgomery, M Mrazik, Y Norton, R Parrila, C Peck, J Pegg, M Prefontaine, L Prochner, L Ranta, C Rinaldi, K Robinson, M Rossiter, B Shokal, L Shultz, E Simmt, B Smilanich, K Smith, R Sockbeson, E Steinhauer, M Stewart-Harawira, F Sylvester, G Thomas, D Truscott, H Van Roessel, J Van Vliet, B Watt-Malcolm, C Weber-Pillwax, B Whelton, B Williams, L Wiltse, R Wimmer, L Yang, S Yohani, M Yurick

F Snart (Chair), Bj Werthmann (Secretary)

Sign in sheet is attached to original minutes.

1. Approval of Agenda

MOVED TO APPROVE the agenda as presented.

*A Montgomery
C Hickson
CARRIED*

2. Minutes of the Education Faculty Council

MOVED TO APPROVE the February 7, 2012 minutes of the Education Faculty Council as presented.

*J da Costa
G Georgiou
CARRIED*

3. Minutes of the Undergraduate Academic Affairs Council

MOVED TO RECEIVE the January 12, 2012 minutes of the Undergraduate Academic Affairs Council.

*C Hickson
R Wimmer
CARRIED*

4. Dean's Introductory Comments *(as read by Dean Snart)*

Thank you for being here today for this important moment in time for our Faculty. Today's attendance, I believe, reflects our ongoing commitment to the undergraduate program review. I will say that in my many years within the Faculty I have never before seen the collective energy around an initiative such as this, especially during the past eight or nine months. To have the Chairs meeting on

their own time for many, many hours to ensure cross-departmental planning – and to have the Associate Deans (Undergraduate) and the Dean included for many of these hours – plus conversations at DAC, is frankly unprecedented in my experience. Importantly, this comprehensive, thoughtful planning has been foundational to the motion that is being shared today.

It is important to note as well that our ability to take up the more recent active planning is a result of the foundational *Principles* that were approved through Faculty Council in 2007, the *Curriculum Framework* approved in 2009, and the deep conversations related to vital components for our undergraduate program that resulted through the work of the Curriculum Implementation Committee. I am exceptionally proud to be part of a Faculty that is undertaking, and accomplishing, such visionary and forward thinking work. The ultimate benefactors as we know will be our students.

Just before the motion for a program model is placed before us this afternoon, I would like to take a few moments to share some thoughts with you concerning a particular area of focus – one that has come to the forefront during the past few weeks within the Faculty. How do we appropriately include content related to Indigenous/Aboriginal education and issues and history within our undergraduate program – not if, but how?

I do this not to interrupt the flow of putting forward a program model for the BEd, but to set the stage for the continued evolution of our work – as we then move to the development of a program of studies. I've thought a great deal about when to share these thoughts – and obviously I've decided that now is the time.

One of our colleagues has been known to question “on what terms we can speak with each other” – based on the deep and historic lack of connection – lack of understanding – that most of us hold regarding Indigenous/Aboriginal history and circumstances in Canada. I've thought a lot about that – on what terms can we speak with each other – and I've decided that my own terms of coming to the conversation, as Dean of the Faculty of Education at this time, must involve declaring myself.

About 16 years ago a handful of us within the Faculty wondered why our Faculty – and our province, did not have an Aboriginal Teacher Education Program (ATEP) when neighboring provinces had initiated such programs two decades earlier. We were novices – we didn't know better – so we went to Syncrude, who had an Aboriginal careers initiative with Medicine, Engineering and Business – and we made the case that if they were committed to recruiting Aboriginal students for these areas, they also needed to help ensure good high school experiences – and graduation. Somewhat surprisingly, they provided us with funds for a feasibility study, and we drove all over northern Alberta – we were nervous – and we should have been since we really didn't know what we were doing – but we were welcomed on Reserves and into communities – and we decided in the end that an ATEP program was essential but, unlike most others, it needed to be delivered closer to the students. We were persistent in applying for funding until we achieved provincial access funds – and our first cohort was at Blue Quills First Nations College in 2001. We have had over 100 graduates from ATEP, almost all of whom are employed in northern and Aboriginal community schools – and we will have over 70 more graduates within 18 months.

Over the past years I have attended cultural sensitivity weekends, experienced ceremony, and I have had the honour of working with colleagues who have taught me more about commitment and patience than I can appropriately share. I read and learned about the Treaties, the Residential School legacy, our colonial history, and I came to understand that, as Roger Epp suggests by the title of his book – We are all Treaty people.

I served as President of the Association of Canadian Deans of Education in 2010, when we approved an Accord on Indigenous Education following several years of consultation and deliberation. The Accord was launched at CSSE that year in Montreal, with three national Aboriginal leaders in attendance who signed as witnesses – it was and continues to be a national promise. The stated vision is as follows: “...that Indigenous identities, cultures, languages, values, ways of knowing, and knowledge systems will flourish in all Canadian learning settings.” Principles and goals are outlined, and if each of you have not yet had an opportunity to read them I hope you will - we could distribute copies electronically.

As Educators and Canadians we must know the facts about population growth and poverty and low access to education and high prison populations – and decades of un-kept promises. For our next generation of Canadians we must provide a more accurate and sensitive education about our First Nations and Aboriginal roots to our pre-service teachers, and thus to their students.

A recent motion to UAAC through the Aboriginal Ad Hoc committee proposed that the Faculty require all students to receive 6 credit components focusing on Indigenous histories/experiences/ways of knowing and that has provoked some important discussions and debates within and between departments. I view the discussions on the motion as the beginning of important deliberations for our Faculty as we try to re-imagine ourselves and how we wish to teach and learn from Indigenous histories/experiences/ways of knowing as Faculty members. We must renew our shared intentions to focus in on the ways and means by which we can conceptualize and operationalize a Faculty-wide commitment to provide our students with opportunities to engage with Indigenous histories/experiences/ways of knowing.

The challenge to conceptualize and operationalize such a commitment is quite complex and we are going to need to draw on our various areas of expertise, within and across departments, to do it well. We are going to need to be imaginative and creative in our deliberations, too. I say this because the structure and design of our existing programs are so deeply ensconced in our thinking that we sometimes struggle with the task of reframing some important aspects.

I have had discussions with the Ad Hoc Committee and I know that 6 credit components does not necessarily mean that two newly required courses will be added to our program and that some other courses will have to go. The Committee, and other departments and groups within the Faculty, have already begun exploring the possibility of requiring more than 6 credit components for our students without necessarily adding more courses. If we are creative with how we distribute credit components, there are numerous apertures within our existing programs for teaching and learning from Indigenous histories/experiences/ways of knowing. As we consider ways to engage with this content while making decisions about our program of studies, I would urge that we keep the discussions and deliberations in parallel to one another. The two conversations are unique enough that they need to be considered in their uniqueness but they imply each other in important ways, too. I suggest that we hold them in productive tension and trust the process as we continue to work together. I have every confidence that we will develop the program we need to serve our pre-service students, and their future students, in the best ways possible. Thank you.

5. Bachelor of Education Program Model

The following comments were presented during the discussion of the motion:

- This is a course-flow model, not a program of studies. The ‘blanks’ will be filled in later but we need a model to follow so that we can move forward.
- Hours of thought and attention have been put into the proposed model. It meets the best expectations of what students should expect in their program.

- The model provides a spirit of collaboration.
- The proposed model is a sequence of courses that now make sense.
- This process has enabled conversations with colleagues across departments; it has enhanced our learning culture.
- There is an opportunity to create cross-department courses.
- This is a good beginning. The key is having confidence in our ability to move forward.

- In supporting this motion, trust must be given that Indigenous knowledge will in fact flow throughout the program.
- Including an Indigenous knowledge component is more than just adding history; we need to learn to speak and listen in different ways, and to do this together.
- Dr Sockbeson requested a correction to the February 7 minutes. In item 8.2, her comment should indicate that the UAAC motion for six credits in Aboriginal content came from the Aboriginal Education ad hoc committee, not the Indigenous Education Council.
- Will there be a future move from 3+ credits to 6+ credits? How will it be guaranteed to be imbedded into the program?
- The Faculty of Education has a critical and moral responsibility to ensure Indigenous Education is dispersed throughout the program. It will be hard to measure this in terms of credits.
- The measure of reality of this happening will be the action that is taken.
- A sense of goodwill and commitment has been shown throughout discussions of the Indigenous credit issue. There is a sense of commitment in every aspect of the program.

- Secondary route already has a strong structure. The proposed model eliminates open options. When students take minors it makes them more employable as they can then teach more subjects.
- Students wishing to teach in the Catholic school system need to use six credits to take the necessary religious courses taught through St. Joseph's College.
- After degree students often use these credits to catch up on deficiencies, but may now require more time to complete their degree.
- The proposed model will lock down the flow of the program leaving no room for exceptions. What happens to students who do not fit?
- There is a need to change but the change should be according to the needs of the students we serve and their future students. There needs to be room to accommodate students who do not fit the norm. Last year, 1125 students were not enrolled full time. Part time students will be affected by the high percentage of courses that are not offered in both terms. How do transfer students fit into the model?

- The ATA has passed a number of resolutions to call on the Faculties of Education in Alberta to focus on inclusive populations. This model provides the room to facilitate this.
- The Chief Public Health Officer has reported on the state of health for youth and is calling on educators to focus on health education. This model allows the space to meet these goals.
- The proposed model provides for cutting edge work in teacher education.
- Marc Prefontaine, Registrar, Teacher Development and Certification, Alberta Education, advised that the proposed model reflects conversations that have taken place between the Minister of Education and the Alberta Deans of Education.
- All courses that are required for Alberta Education certification will continue to be offered in the model.

The Dean invites continued conversation to discuss concerns such as part time students, Indigenous knowledge.

MOVE TO APPROVE the Bachelor of Education program model in Appendix A, as circulated with the Faculty of Education Council agenda for March 6th, 2012.

*J Kelly
J Leighton
CARRIED*

Dean Snart invited members to view the exhibit on the main floor of Education North entitled *100 years of loss: The Residential School System in Canada, on loan to the Faculty* from the Legacy of Hope Foundation in Ottawa.

MOVED TO ADJOURN (4:45 p.m.)

*K den Heyer
C Rinaldi
CARRIED*

University of Alberta

Education Faculty Council

The Education Faculty Council met on Tuesday, April 3, 2012 at 3:30 p.m. in Council Chambers, 2-1 University Hall.

Present: C Adams, J Anuik, M Carbonaro, D Conrad, M Cooley, J da Costa, L Daniels, L De Fabrizio, B Dunn, A Grace, C Hickson, J Kachur, A Kirova, K Koch, M Kohlman, L Laidlaw, J Leighton, C Leroy, M Mackey, S Materi, A Montgomery, N Nocente, C Peck, J Pegg, M Prefontaine, L Prochner, LRanta, C Rinaldi, T Samek, F Sylvester, G Thomas, H Van Roessel, B Watt-Malcolm, B Williams, L Wiltse, R Wimmer, L Yang, M Yurick,

F Snart (Chair), Bj Werthmann (Secretary)

Sign in sheet is attached to original minutes.

1. Approval of Agenda

MOVED TO APPROVE the agenda as presented.

*A Montgomery
L Laidlaw
CARRIED*

2. Minutes of the Education Faculty Council

MOVED TO APPROVE the March 6, 2012 minutes of the Education Faculty Council as presented.

*E Simmt
J da Costa
CARRIED*

3. Minutes of the Undergraduate Academic Affairs Council

MOVED TO RECEIVE the February 9, 2012 minutes of the Undergraduate Academic Affairs Council.

*C Hickson
R Wimmer
CARRIED*

4. Tribute to Dr Alan Smith

Dr Alan Smith was born in Toronto. He earned bachelor and master of music degrees from the University of Toronto and a doctorate in music from the University of Oregon. Alan served for over three years with the Royal Canadian Air Force during World War II, and he participated in the RCAF bands and orchestras while he was stationed in England. In 1948 he married Elizabeth (Betty) Hamill, with whom he had one daughter, Caroline. He taught secondary school music in Ontario (Toronto and Orangeville) in the 1950s. Alan and his wife moved to Calgary in 1957 and to Edmonton in 1959. Dr Smith held a joint appointment with Secondary Education and the Department of Music in the Faculty of Arts, and taught many courses through the Faculty of Extension. At one point, he held full responsibility for the music program at both the undergraduate and graduate level, and all related activities. His philosophy that a music educator should be an educator first and musician second was

not always met with agreement by others in the field. His publications included such titles as *Trends in Elementary Music Education*, *Creativity in Art and Music*, and *The Laboratory Band: A new approach to band teacher training*. Dr Smith retired from the Department of Secondary Education in 1986 followed by a two year post-retirement contract.

Alan's family was very important to him, and he to them. Alan was known for his interest in his students and cooperating teachers, his appreciation for music, and his inquiring mind. He was active in his community league. Dr Smith passed away on February 23, 2012 at the age of 88.

5. Dean's Report

- The Dean will soon be presenting the Faculty Unit Review at GFC Academic Planning Committee (April 11), and BDLC (April 23). It is hoped to have the review presented to Faculty Council at the May or June meeting.
- Our External Relations group recently hosted a successful alumni event for former counselling graduates. We traditionally have a strong attendance of retired alumni during Homecoming events. It is hoped that by hosting events specific to program areas, we will maintain a stronger connection with our somewhat younger graduates.
- Dean Snart recently paid a very enjoyable visit to the Coutts Library to witness firsthand the changes and activities taking place and provide an update of Faculty initiatives and priorities.
- Dean Snart commented on the effect of several years of budget reductions on position vacancies; the situation is that we have absolutely no room to move in this area; there are no vacancies remaining.

6. Criteria for the Evaluation of Academic Staff

The proposed changes were approved by the Faculty Evaluation Committee and are presented to Faculty Council for discussion and approval. The Annual Report was presented for information only.

Discussion:

- Concern was expressed over aligning our Criteria document with *Dare to Discover*.
- If the *Dare to Discover* vision changes the Criteria document will have to be updated accordingly.
- The Collective Agreement is a legal document; *Dare to Discover* is a vision statement that not necessarily everyone agrees with
- The annual report has a section for "reflections on service, citizenship and collegiality." What is the expectation for this section?
 - Things such as self-reflection; informally assisting others in preparing grant applications; what your input has been to the department, faculty and university.
- The word collegiality may have different meanings to different people.
- *Dare to Deliver* speaks to the notion of social justice and community engagement, these fit well within our Faculty.
- FEC used the *Dare to Discover* document to support its decision to bring these areas into the annual report. The language used in *Dare to Discover* specifies what collegial means.
- Proposals brought forward to GFC must always show how they align with the vision of *Dare to Discover*.
- It is good to look beyond your department and toward the faculty and the greater community.
- Dr Montgomery sits on the President's Review Committee that reviews FEC reports. In Article 7, Section 13.3 of the Collective Agreement, it states "the review of a staff member's performance shall be based on consideration of the performance of the responsibilities of the

staff member as outlined in Article 7. This is what drives FEC reviews. Each FEC has the right to set standards of what they feel good citizenship is. This can be done under Service, but not under standards of performance.

MOVED TO REMOVE the proposed reference to Dare to Discover on page 2 in the Criteria for the Evaluation of Academic Staff document.

*A Montgomery
R Wimmer
CARRIED*

MOVED TO REMOVE the proposed reference to Dare to Discover on page 6 in the Criteria for the Evaluation of Academic Staff document.

*J Kachur
J da Costa
CARRIED*

- “Integration of technology into courses” has been removed from the annual report. The Council for Technology in Education (now Technology Advisory Board) specifically requested that be put into the annual report to draw attention to the importance of modelling appropriate use of technology in the classroom to our students.
- FEC thought “integration” was too narrow and that the umbrella term “innovation” was a better fit.

Dean Snart reported that changes to the annual report have already been implemented. FEC will monitor how the changes worked and make adjustments accordingly for next year.

MOVED TO APPROVE the Criteria for the Evaluation of Academic Staff.

*L Prochner
A Kirova
CARRIED*

7. Advisory Selection Committee Terms of Reference

The Advisory Selection Committee’s terms of reference have been revised to provide clarity and to appropriately align with UAPPOL requirements.

MOVED TO APPROVE amendments made to the Advisory Selection Committee’s terms of reference.

*J da Costa
C Adams
CARRIED*

8. College Liaison Committee Terms of Reference

The College Liaison Committee’s terms of reference were last reviewed in 1986. The proposed revisions will provide clarity as to the work and membership of the committee.

Discussion arose regarding using the word “college” in the title and throughout the document. As several colleges have moved to a university status and they may offer teacher education programs, this should be reflected in the document.

The Dean asked for approval to withdraw this item for further revisions and bring back to Council at a future date.

MOVED TO WITHDRAW the motion to approve the College Liaison Committee terms of reference.

J Kachur

C Rinaldi

CARRIED

9. Undergraduate Program Review Update

Dr Randy Wimmer, Associate Dean (Teacher Education) provided Council with the following update of work that has taken place since the March 6 approval of the new BEd model:

- DAC created a Program of Studies Working Group, consisting of department chairs, associate chairs (undergraduate), Clive Hickson (Associate Dean, Programs and Services) and Bob Smilanich (Assistant Dean, Field Experience). Others may be invited along the way.
- two organizational meetings have been held to map out the work ahead
- the group hopes to work quickly and efficiently, but also thoughtfully
- discussions will take place with the Indigenous Education Council and other groups with specialized knowledge or expertise
- the process will continue to encourage dialogue across departments
- the model passed with a commitment to start in the Fall of 2013 so that is the goal that is being worked towards
- the program should go forward in totality
- it has not yet been decided how long the current program will be offered
- most courses are in place and the majority of course outlines have been created for new courses
- an update will be provided at each Faculty Council meeting

MOVED TO ADJOURN.

J Anuik

E Simmt

CARRIED

University of Alberta

Education Faculty Council

The Education Faculty Council met on Tuesday, May 1, 2012 at 3:30 p.m. in 129 Education South.

Present:

M Abbott, J Anuik, J Branch, L Cammarata, M Carbonaro, M Cooley, J da Costa, J Dempsey, A Grace, C Hickson, A Hodgson-Ward, J Kelly, A Kirova, K Koch, M Kohlman, J Leighton, F Merali, R Parrila, J Pegg, C Rinaldi, K Robinson, M Shanahan, K Smith, G Sterenberg, F Sylvester, L Wiltse, R Wimmer, L Yang, M Yurick

F Snart (Chair), R Veldkamp-Nyman (Recording Secretary)

Sign in sheet is attached to original minutes.

1. Approval of Agenda

MOVED TO APPROVE the agenda as presented.

*C Hickson
J Anuik
CARRIED*

2. Minutes of the Education Faculty Council

MOVED TO APPROVE the April 3, 2012 minutes of the Education Faculty Council as presented.

*J Branch
C Hickson
CARRIED*

3. Minutes of the Graduate Academic Affairs Council

MOVED TO RECEIVE the December 5, 2011 minutes of the Graduate Academic Affairs Council.

*C Rinaldi
A Kirova
CARRIED*

4. Minutes of the Undergraduate Academic Affairs Council

MOVED TO RECEIVE the March 8, 2012 minutes of the Undergraduate Academic Affairs Council.

*C Hickson
R Wimmer
CARRIED*

5. Tribute to Dr Ross Pugh

Dr Ross Pugh retired from the Department of Educational Foundations in 1992, following 25 years of service to the Faculty of Education. Dr Pugh was born in Wales in 1925 and served as a navigator with the Royal Air Force from 1944-1947 before embarking on his teaching career. In 1965 he moved with his wife and 4 children to Freetown, Sierra Leone to work in teacher education. The family immigrated to Edmonton in 1967 for Dr Pugh to begin his career at the University of Alberta. As well

as raising their six adopted children, Dr Pugh and his wife, Barbara, fostered over 25 young children over the course of 15 years, receiving a certificate of merit from the Provincial Government.

Dr Pugh was heavily involved in the Faculty's undergraduate program, teaching several courses and supervising student teaching. Graduate students referred to him as "a man of absolute integrity, a gentleman and a scholar" – "someone who went out of his way to make international students feel welcome. Many students enjoyed the hospitality of his home." His teaching and research focused on the history of education, sociological foundations in education, comparative education, and issues in contemporary education at the time.

Dr Pugh was a spiritually-grounded man and always an active church member. The selfless generosity and time given to his charitable and spiritual pursuits were considered exemplary. Dr Pugh passed away on March 17, 2012 at the age of 87.

6. Dean's Report

In her report the dean provided several updates including the very successful MOU signing for the new MEd in partnership with Blue Quills First Nations College (held at the College April 20, with the Chancellor, the Dean, and several Educational Policy Studies members in attendance); a thank you to Dr Rinaldi and her team for the stellar Gala celebrating Faculty research and teaching yesterday; and the fact that the External Reviewers' report has gone to all required committees (Academic Planning Committee and the Board of Governors' Learning and Discovery Subcommittee) and was received very positively.

7. Child Study Centre Advisory Committee

The Child Study Centre has been a part of the Faculty of Education since 1969 as a model of kindergarten when kindergarten programs were not part of the public school system in Alberta. Over the years, the Centre expanded to include a pre-school program, as well as a K-6 program in partnership with the Edmonton Public School District and housed in Garneau School.

Through discussions between the dean, Edmonton Public's superintendent and associate superintendent, a decision to end the formal partnership has been made. Edmonton Public will continue to offer the CSC program as a program of choice. The Child Study Centre will return to its original mandate of providing early childhood educators with a model of contemporary early childhood education practices, and will be housed administratively within the Department of Elementary Education.

The current model of the Child Study Centre Advisory Committee no longer fits the future mandate of the CSC Junior Kindergarten program. Discussions and recommendations regarding a new committee will take place within the Department of Elementary Education and brought to Faculty Council at a later date.

MOVED TO APPROVE the disbanding of the Child Study Centre Advisory Committee.

*L Prochner
J da Costa
CARRIED*

8. Academic Appeals Committee

Dr Shanahan, Chair, Academic Appeals Committee presented to Faculty Council.

The current Academic Appeals Committee terms of reference also include policy and procedure information. As updates were required due to changes in GFC policies, a full review of all documentation took place. It was decided to separate the actual committee terms of reference from the policy and procedures. The documents presented to Faculty Council for approval were:

- Academic Appeals Committee (Undergraduate) Terms of Reference
- Academic Appeals Policy and Procedures
- Practicum Intervention Policy and Procedures

Feedback concerning minor editorial changes was provided to Dr Shanahan.

MOVED TO APPROVE the Academic Appeals Committee (Undergraduate) terms of reference, Academic Appeals Policy and Procedures, and the Practicum Intervention Policy and Procedures.

*M Shanahan
C Rinaldi
CARRIED*

9. Program of Studies Working Group Update

Dr Wimmer, Associate Dean (Teacher Education) and Chair of the Working Group reported to Faculty Council.

Program of Studies Working Group composition:

- Dr Wimmer (Chair)
- Associate Chairs (Undergraduate)
- Department Chairs
- Dr Hickson, Associate Dean (Programs and Services)
- Dr Smilanich, Assistant Dean (Field Experiences)
- Indigenous Education Council (IEC) representative
- HT Coutts Library representative
- Graduate research assistant
- Others as expertise is needed

Tasks and timelines

- The work of the Working Group is what needs to be done to implement changes to the BEd program resulting from the approved program framework.
- It is the start towards curriculum development and making official places for courses and components.
- Curriculum work and developing the program of studies will take place over the next full year to two years.
- Meetings are held every Friday for two to three hours and are expected to occur until the end of June.
- The group is working on all Calendar changes required for the 2013-2014 implementation of the new program.
- Target date for faculty-level approval is Friday, September 21 which will be a special Faculty Council meeting dedicated to review and approval of proposed Calendar changes.

New component development

- The Faculty is currently working on the development of seven new courses/components:
 - IEC is working on an introductory education course for the Aboriginal and Indigenous education component;
 - the Technology in Education ad hoc committee is proposing a new course as another introductory education course to replace the current computing requirement;
 - Elementary Education is working on the synthesis and integration course;
 - Educational Psychology is working on the development of three new courses, with one of these courses in collaboration with Educational Policy Studies;
 - Discussions and very preliminary work have taken place between the Working Group and Field Experiences Policy Advisory Committee (FEPAC) on the one-credit field experience courses in the Elementary introductory professional year.

Redevelopment of existing courses

- Every department is engaged in redevelopment of current offerings and their possible alignment to our approved framework.
 - much of this work has, and continues to take place at retreats and undergraduate program committee meetings.

Consultation with teacher, administrators, boards of education and ATA

- Consultation is taking place with teachers and administrators, boards of education and Alberta Teachers' Association.
 - ongoing yearly forum discussion topic on the model with FEPAC (includes Edmonton Area Field Experience Committee (EAFEC) representatives, faculty members, field experiences staff, school superintendents, and school boards)
- Two presentations have been made to EAFEC
 - these reached all school districts in North Central Alberta who participate in field experiences
 - FEPAC members have been surveyed regarding the changes to our program

Consultation with Alberta's transfer institutions and collaborative degree programs

- Consultation with collaborative degree programs including ATEP
 - June 15 will be a full day session with staff from every postsecondary institution involved with our transfer programs;
 - focus will be on the nine introductory credits that students will take in years one and two of their program;
 - that day will also bring together our collaborative programs to discuss more fully the entire program framework to begin planning those programs.
- Plans continue to be made for further consultation with the ATA relative to field experiences and all other program changes

Approval process

- At the recent DAC retreat the following approval process for changes related to the new program was decided on:
 - changes will come in one bundle to a special Faculty Council meeting to be held on Friday, September 21;
 - prior to that meeting, the same bundle will be presented to department councils to be held in advance of the September long weekend;
 - the Working Group should have a draft of the bundle by the end of June;

- between now and the end of June, ongoing reporting between the Working Group, departments, and IEC will take place
- a template will be developed for consistency in presentation of Calendar changes

Curriculum mapping

- Dr Carbonaro provided a demonstration using a new technology tool
 - provides ability to look at the whole program
 - will help identify themes and how courses relate to each other
 - monitor how Aboriginal inclusion is taking place
 - provides transparency for faculty members and students of inter-relationship between courses
 - encourages collegiality between instructors

MOVED TO ADJOURN.

*J Branch
J Kelly
CARRIED*

University of Alberta

Education Faculty Council

The Education Faculty Council met on Tuesday, June 5, 2012 at 3:30 p.m. in 129 Education South.

Present:

M Abbott, C Adams, D Chorney, M Cooley, J da Costa, B Dunn, D Hamilton, C Hickson, E Ingles, J Kachur, J Kelly, S King, KKoch, J Leighton, C Leroy, M Mackey, S Materi, A Montgomery, P Newton, N Nocente, R Parrila, F Peters, L Prochner, C Rinaldi, M Rossiter, E Simmt, K Smith, R Wimmer, L Yang

F Snart (Chair), Bj Werthmann (Secretary)

Sign in sheet is attached to original minutes.

1. Approval of Agenda

MOVED TO APPROVE the agenda as presented.

*M Mackey
L Leighton
CARRIED*

2. Minutes of the Education Faculty Council

MOVED TO APPROVE the May 1, 2012 minutes of the Education Faculty Council as presented.

*C Rinaldi
R Wimmer
CARRIED*

3. Minutes of the Graduate Academic Affairs Council

MOVED TO RECEIVE the April 2, 2012 minutes of the Graduate Academic Affairs Council.

*M Mackey
J da Costa
CARRIED*

4. Dean's Report

- Budget meetings have been held with each department/unit. The Dean was pleased with the planning and thought shown by all areas in respect to setting their priorities for the future. There are still very good things happening in the Faculty, nothing has been diminished.
- The deans' retreat with the President will be June 20. The Provost will chair in the President's absence. Discussion for the first half of the day will focus on centres and institutes. The Dean is keenly interested to participate in a campus discussion of this topic. The second half of the day will be spent discussing graduate student matters, e.g. recruitment, student support, programs.
- Four Faculty proposals have been submitted for funding from the Provost through FGSR. There will be four grants, each for \$250,000, to underwrite the cost of innovation of doing things differently. Thirty to 35 proposals were received from across campus. Having received so many submissions, Dr Amhrein posed the question to deans if it would be better to approve four

proposals, or have more approved for less funds. Almost all deans said to do as he sees fit as long as funding awarded was enough to fulfill the proposal.

5. Faculty Advisory Committee

Dr da Costa, Chair of the Faculty Advisory Committee, presented to Council.

The Faculty Advisory Committee (FAC) was created when Executive Council was dissolved in 2005. The terms of reference for FAC state the following:

- Consider and make recommendations to the Dean upon matters that may be referred to it by the Dean;
- Consider and make recommendations to the Dean upon matters that may be raised by Faculty of Education academic staff.

These roles overlap significantly with standing committees such as the Graduate Academic Affairs Council, the Undergraduate Academic Affairs Council, and even Faculty Council. Given that this committee has not met for the past two years, and the overlap in terms of reference, it is recommended that the Faculty Advisory Committee be dissolved.

MOVED TO DISSOLVE the Faculty Advisory Committee.

*J da Costa
F Peters
CARRIED*

In the past this committee has coordinated faculty social gatherings that took place outside of work. If it is felt that such a committee is necessary, the name and terms of reference should reflect its work so members know what they are being elected or appointed to.

6. Program of Studies Working Group update

Dr Wimmer, Associate Dean (Teacher Education) provided the following hand-out on the work of the Program of Studies Working Group:

I. New course development and 2013/2014 Calendar work (June, July, and August 2012)

ED EL 4XX (Synthesis and Integration) Elementary Education Undergraduate Studies Committee

ED PY 3XX (Learning and development elementary; Learning and development secondary; Adolescent development) Educational Psychology

EDX 2XX (Educational Technology) Educational Psychology

EDX 2XX (Aboriginal Education) Indigenous Education Council

R Wimmer and C Hickson work with department Assistant Chairs (APOs) to rewrite the Faculty of Education calendar section

Meet weekly until August 22 (every Friday until the end of June then every Wednesday in July and August)

Consultations with Office of the Registrar (August, 2012)

II. Work with Postsecondary Education Partners (June 15)

Information sharing and discussion with transfer programs (morning) and collaborative degree programs/ATEP (afternoon)

III. Elementary Education Elements Non-Education course offerings (June –September 21)

Undergraduate Studies Committee in Elementary Education current work

Next steps work with University of Alberta departments and faculties

IV. Draft Omnibus motion for special department council meetings in August

August 22 Program of Studies working group draft of motion for Department Council meetings:

- Educational Psychology August 29
- Secondary Education September 7
- Elementary Education August 30
- Educational Policy Studies August 29

V. Final Omnibus motion

To be presented at Faculty Council meeting on September 21

VI. Curriculum development and mapping September 2012 to Spring 2013

VII. Future work on Combined Degrees

Dr Miriam Cooley, Associate Chair (Undergraduate) in Elementary Education, provided a verbal update as to the work taking place in that department.

Dr Wimmer advised that on June 15 he and the Dean will meet with post-secondary partners to present our program changes.

After September the work will be focussed on curriculum mapping and development, followed by combined degrees.

MOVE TO ADJOURN.

University of Alberta

Education Faculty Council

The Education Faculty Council met on Friday, September 21, 2012 at 3:30 p.m. in 122 Education South.

Present:

M Abbott, C Adams, J Anuik, P Boechler, J Branch, M Carbonaro, D Chorney, D Conrad, D Cormier, M Cooley, J da Costa, J Dempsey, K den Heyer, T Derwing, W Dunn, T Dust, B Fossett, R Foster, E Gardner, G Georgiou, S Gibson, F Glandfield, L Grieve, B Hanson, D Hayward, A Iwaniuk, J jagodzinski, J Jay, D Kapoor, J Kelly, K Koch, M Kohlman, J Kung, L Laidlaw, D Larsen, C Leroy, M Mackey, JMcClay, A McInnes, L McQuarrie, H McRae, F Merali, A Mikula, J Mouat, A Montgomery, P Newton, N Nocente, Y Norton, T Oliphant, C Peck, J Pegg, P Penti, F Peters, C Poth, L Prochner, L Ranta, M Rossiter, T Samek, M Shanahan, B Shokal, E Simmt, B Skrypnik, J Sousa, B Spencer, M Stewart-Harawira, F Sylvester, G Thomas, D Truscott, J Van Vliet, J Wallace, J Wallin, B Watt-Malcolm, C Weber-Pillwax, B Whelton, B Williams, R Wimmer, J Wu, S Yohani

F Snart (Chair), Bj Werthmann (Secretary)

Sign in sheet is attached to original minutes.

1. Approval of Agenda

MOVED TO APPROVE the agenda as presented.

*J Sousa
L Laidlaw
CARRIED*

2. Minutes of the Education Faculty Council

MOVED TO APPROVE the June 5, 2012 minutes of the Education Faculty Council as presented.

*L McQuarrie
P Boechler
CARRIED*

3. Minutes of the Undergraduate Academic Affairs Council

MOVED TO RECEIVE the April 12, 2012 minutes of the Undergraduate Academic Affairs Council.

*J da Costa
R Wimmer
carried*

5. Dean's Report

Dean Snart updated Council members on our enrolment management success this year as the Faculty achieved 101% of our undergraduate enrolment target.

As this coming weekend is Reunion Weekend, Dean Snart reported on alumni activities and alumni awards.

6. Omnibus Motion to Approve Calendar Changes for the BEd Model approved at Faculty Council on March 6, 2012

Dean Snart expressed gratitude to the Program of Studies working group and a sense of pride that the Faculty as a whole has worked together to bring this major initiative to fruition.

Dr Wimmer, Chair of the Program of Studies committee, presented to Faculty Council.

- The Program of Studies working group that was struck by Dean's Advisory Committee has been working since March, 2012.
- The purpose of the working group is to implement the BEd program model approved by this Council on March 6, 2012.
- The Dean's direction was to have all calendar changes required for this implementation come as one motion to Faculty Council on this date.
- The upcoming motion deals with the changes that are needed to be in place in the University calendar that will allow us to move forward to implement the March 6 approved model.
- The motion is comprised of editorial changes to our current University calendar and the approval of new course numbers, titles, and course descriptions required for the new model.
- The calendar changes that we are voting on today are contained in part A of the attached package.
- Part B of the package includes background information about the new courses, the original model Council approved on March 6, 2012, and an updated model with new course numbers and titles. We are not voting on part B of the agenda package. This information was intended as background information only.

Faculty Council representatives from stakeholder faculties brought some concerns to Dr Wimmer's attention concerning the presentation of their courses in the calendar copy. Dr Wimmer reported that each year we contact other Faculties to review calendar copy and ensure that it is updated appropriately.

Alberta Education's representative, Ms Laurette Setterlund, complimented the Faculty for its work in ensuring the new model is linked to the teacher qualification standards.

MOVED TO APPROVE the calendar changes for the 2013/2014 academic year that reflect the BEd Model as approved at the March 6, 2012 Education Faculty Council.

*R Wimmer
L Prochner
CARRIED*

MOVED TO ADJOURN.

*J Kelly
L McQuarrie
CARRIED*

University of Alberta

Education Faculty Council

The Education Faculty Council met on Tuesday, October 2, 2012 at 3:30 p.m. in L1 490 Edmonton Clinic Health Academy (ECHA).

Present:

C Adams, J Anuik, P Boechler, G Buck, M Carbonaro, D Cormier, J da Costa, L De Fabrizio, T Derwing, B Dunn, B Fossett, S Gibson, F Glanfield, L Grieve, B Gustafson, E Ingles, J Jay, J Kachur, J Kelly, K Koch, M Kohlman, L Laidlaw, D Larsen, J Leighton, C Leroy, M Mackey, M McNally, L Mcquarrie, H McRae, J Mouat, T Oliphant, J Pegg, J Pei, P Pente, C Poth, L Prochner, K Robinson, M Rossiter, A Shiri, E Simmt, V Smith, J Sousa, B Spencer, F Sylvester, G Thomas, H Van Roessel, J Van Vliet, K Wells, B Williams, L Wiltse, R Wimmer, L Yang, M Yurick, F Snart (Chair), B Werthmann (Secretary)

Sign in sheet is attached to original minutes.

1. Approval of Agenda

MOVED TO APPROVE the agenda as presented.

*J Leighton
P Leighton
CARRIED*

2. United Way Presentation

Lorna Hallam and Kate Storey provided a brief overview of the United Way campus campaign.

3. Minutes of the Education Faculty Council

MOVED TO APPROVE the September 21, 2012 minutes of the Education Faculty Council as presented.

*M Carbonaro
J da Costa
CARRIED*

4. Minutes of the Undergraduate Academic Affairs Council

MOVED TO RECEIVE the September 6, 2012 minutes of the Undergraduate Academic Affairs Council.

*R Wimmer
M Carbonaro
CARRIED*

5. Tribute to Dr Ernest Hodgson

Dr Ernie Hodgson was born on August 23, 1923 in Edmonton. After graduation from Strathcona High School, Dr Hodgson attended Normal School and, at the age of 18, began teaching in a one-room school in northern Alberta. After serving overseas in the RCAF, he earned his BED at the University of Alberta in 1948 and returned to teaching, which was now a lifelong passion.

Dr Hodgson earned an MEd in 1949 and a PhD in 1964, both from the U of A. His career as an educator steadily advanced – he was a school superintendent, high school inspector, senior administrator with Alberta Education and ultimately, a professor in the Department of Educational Administration in the Faculty of Education from 1966 to his retirement in 1988. He specialized in the relationship of politics and law to the administration of education, and this led to his election as an Edmonton Public School Board trustee from 1980 to 1983, serving as Chairman for the first year of his term. He was a long-time member of the Edmonton Education Society, and the Canadian Education Association awarded him a life membership in 1989, recognizing his years of service. Through his career, Dr Hodgson addressed groups of educators across Canada, often spoke to the media on controversial issues in education, and was a well-respected expert witness in some high-profile court cases. Through it all, he was a true gentleman, an example of integrity, with a strong sense of what was just and fair. A friend remarked that Ernie was a delight to listen to because he always had exactly the right way of phrasing his ideas; he also possessed a vast vocabulary and a marvelously clear, to-the-point style of writing. His religious faith was a guiding principle throughout his life. Among Ernie's favourite things in life were family events, a hearty laugh and a good cup of tea.

Dr Hodgson was pre-deceased by his wife of 58 years, Dorothy. Together they had four daughters, including our colleague Audrey Hodgson-Ward, a long-time sessional in Elementary Education. Dr Hodgson passed away on July 5, 2012.

We extend our deepest condolences to Audrey and her family.

6. Tribute to Dr Ted Aoki

Dr Ted Aoki, who was an academic staff member in the Department of Secondary Education from 1964 to 1985, and Chair of the Department from 1978 to 1985, passed away in Vancouver on August 31, 2012. Appropriately, the newspaper announcement of his passing began with a beautiful quotation about teaching from Henry Brooks Adams. It reads: “A teacher affects eternity; he can never tell where his influence stops”.

Ted was primarily known as a teacher -- an educator in the originary sense of “leading out” -- *educare*. One of his regular observations was to say “education is not a journey, rather to be educated means to travel with a different view”. What one learned from Ted was to travel along one’s own path with a different view.

Many of his students recall their first meeting with Ted. I first met him in 1973 when I came to the U of A for a Master’s program in the Department of Secondary Education at the University of Alberta. I enrolled there on the advice of Bob Anderson, who had been Ted’s first PhD. graduate, and was then teaching at Memorial University in Newfoundland. I was a high school social studies teacher in Newfoundland at the time. Arriving at the U of A I was given an office in Room 201, a converted classroom housing about a dozen other graduate students. I had a desk in the middle of the room with the other Master’s students. Each of the four corners of the room was occupied by one of Ted’s doctoral students: Doug Ledgerwood, Andy Hughes, Don Wilson and Walt Werner.

When I say I “met Ted in 1973” I did not actually see much of him that year. He was not my M.Ed. advisor. Even though I had come to Edmonton in hopes of studying with him, Ted had too many students to take me on. But I was in his Curriculum Evaluation course. Ted built the class around an evaluation of the controversial new values-oriented social studies curriculum that had been introduced in Alberta a few years earlier. Along with Professor Lawrence Downey, he had a contract to evaluate this curriculum. And, typical of Ted, he had turned this project into a teaching opportunity. As a class

we read challenging articles on the, then, novel ideas of qualitative assessment. He also encouraged class members to contribute ideas and bring papers that we found interesting. I recall one entire session spent with the class simply trying to organize and catalogue the pile of papers on curriculum evaluation that we had been collecting.

Looking back, what was remarkable about this class was how engaged that we all became with the question of what it meant to evaluate a curriculum. Equally remarkable, was how Ted stepped back, de-centring himself from the process, and allowing attention to be turned to the question of evaluation itself. It was here also that the pedagogical geography of Room 201 became apparent -- although few of us recognized it as such at the time. The Master's students were learning from the doctoral students. Puzzling over the unfamiliar language of the academic papers we junior students endlessly consulted our seniors -- the PhD. students in the corner desks. Not only were they generous with their time, we also witnessed their learning as they wrestled with similar questions.

The doctoral students were in much closer and regular contact with Ted. Through them we witnessed Ted's advice on course selection, choosing research topics, preparing for candidacy, etc. We were also privy to their frustrations. Studying with Ted was not always easy. I recall one of the doctoral students coming back to his desk frustrated that Ted wasn't more encouraging of his desire to focus his dissertation on teaching. Ted asked him to "suspend his question for the moment". (As I was to learn later, from Ted's wife, June -- this was the Japanese way of saying "no"). As the student recounted, his conversation with Ted, he reported, "I've already suspended eight different questions". Ted looked surprised and said, "really? Why don't you write a paper about why you have suspended those earlier efforts?"

Ted had come from a family of teachers. Both of his parents were graduates of teachers college in Japan -- invited to Canada, in 1910, by the Japanese community in Cumberland BC. Ted was born in Cumberland in 1919, the eldest of five children. He went on to earn a Bachelor of Commerce degree at UBC. But despite being born in Canada, and a member of the Canadian army reserve in his university years, he was denied entry to the regular army in World War II as he and his entire family were forcibly relocated to the southern Alberta prairie in 1942. Like all Japanese Canadians on the west coast they had to move inland. And with a Bachelor of Commerce degree, for the next three years Ted worked picking sugar beets and cutting timber. Toward the end of the war, hearing of a severe teacher shortage he put in an application to teach. As Ted wrote of this experience later, his application was turned down. He noted that, "In spite of the teacher shortage, it seemed that there was still one too many Japanese teachers." After the war, Ted was finally admitted to the Calgary Normal School, but as a Japanese Canadian he still was not permitted to live within the city limits of Calgary.

He began teaching in 1945, and went on to teach elementary school and high school for a number of years in various locations in southern Alberta. He became known as a great teacher. In fact, it was his reputation as a teacher that first brought Ted Aoki to the Faculty of Education at the University of Alberta. This happened in 1964. At the time Ted was assistant principal at Lethbridge Collegiate Institute. Needing a secondary social studies methods instructor, and hearing of Ted Aoki's reputation, Lawrence Downey, then Chair of Secondary Education, invited him to join the Department. Ted accepted the offer, and moved to Edmonton with his wife June and their three children Douglas, Michelle, and Edward.

And while Ted Aoki is known as a great teacher, his enduring legacy his contribution to the field of curriculum studies. Autobiographical reflection has been a constant source of curriculum theorizing for Ted. Cynthia Chambers points this out in Ted's characterization of his own "doubled schooling" -- growing up Japanese and attending English-language public school in a small British Columbia town,

and becoming in the process, “a mixed-up hybrid kid”. As Chambers reminds us, Ted preferred to dwell in the hyphen, in the space between being Japanese and Canadian. Indeed, his exploration of the space between has been one of the most enduring and central features of his scholarship -- what Ted liked to call the “conjunctive space”. Dwelling in the conjunctive space has provided him with an uncanny ability to articulate the life-worlds of teaching and to connect with teachers. Ted has simply and yet profoundly understood that to be a teacher is to live in uncomfortable space of tension between the curriculum-as-plan, and the curriculum-as-lived in actual schools and classrooms.

Ted spoke to teachers and for teachers, at conferences, professional meetings, and other scholarly events. Ted – always the teacher -- inevitably would turn these meetings into pedagogical occasions. Influential at the time, these important presentations may have been lost but for the efforts of William Pinar and Rita Irwin to assemble them in a volume of essays – “Curriculum in a New Key: The Collected Works of Ted T. Aoki.” In his introduction William Pinar termed Aoki “a legendary figure in North American curriculum studies (2005, 1)”. This 2005 volume of collected works has become an invaluable and enduring resource for continuing Aoki’s curriculum scholarship.

I would like to close with a few words from Ted himself, typically talking to teachers. The remarks are from a presentation he made in 1991 at an international conference of social studies educators, in Vancouver. The conference theme was the Pacific Rim. Ted entitled his talk “Bridges that Rim the Pacific”. It is one of the essays reprinted in the Pinar/ Irwin collection. In this invited keynote address, Ted cautioned his audience that “social studies educators will do well to remember that any true bridge is more than a physical bridge. It is a clearing—a site—into which earth, sky, mortals and divinities are admitted. Indeed, it is a dwelling place for humans who, in their longing to be together, belong together”.

As we hear again these words of Ted Aoki, we are reminded that “a teacher affects eternity; he can never tell where his influence stops”

7. Introduction of New Faculty

The following new faculty members were introduced:

Damien Cormier, Educational Psychology
Michael McNally, School of Library and Information Studies
Tami Oliphant, School of Library and Information Studies
Kris Wells, Educational Policy Studies
Brenda Fossett, Educational Psychology

8. Information for Council Members

The following items were presented to council members for information:

- membership
- meeting schedule
- terms of reference
- faculty information

9. Faculty Council Summary for 2011-2012

For information.

10. Dean's Report

Copies of the *Accord on Indigenous Education 2010* (Association of Canadian Deans of Education) were made available at the meeting and Dean Snart encouraged everyone to pick up a copy. Three national Aboriginal leaders were present when this accord was presented at the CSSE by the Association of Canadian Deans of Education. It is very timely to have these copies as our Faculty moves forward toward implementing the new BEd Model.

The University's Celebration of Research and Teaching took place on September 27th. Acknowledged at this event was Dr Toni Samek for receiving the 3M National Teaching Fellowship, and the Elementary Education Mathematics Subject Area Committee for receipt of the Teaching Unit Award. The committee consists of Allison Finch, Audrey Hodgson-Ward, Beverly Kula, Julia Long, Janelle McFeetors, Lynn McGarvey, Gladys Sterenberg, and Carrie Watt.

11. H T Coutts Library Advisory Committee Terms of Reference

Katherine Koch, Chair of the Committee, presented proposed changes as approved by the advisory committee. The terms of reference were last updated in 2005. The proposed terms will allow more collaborative work to take place between the Coutts Library and the Faculty. An instrumental change is the addition of one graduate student and one undergraduate.

MOVED TO APPROVE proposed changes to the H T Coutts Library Advisory Committee terms of reference.

*K Koch
E Ingles
CARRIED*

12. Annual Report

The following annual reports were presented for receipt.

- Academic Appeals Committee
- Canadian Centre for Research on Literacy
- Centre for Global Citizenship Education and Research
- Centre for Mathematics Science and Technology Education
- Centre for Research for Teacher Education and Development
- Centre for Research in Applied Measurement and Evaluation
- Child Study Centre Advisory Committee
- College Liaison Committee
- Election Committee
- Field Experiences Policy Advisory Committee
- Graduate Academic Affairs Council
- Institute for Sexual Minority Studies and Services
- Scholarship and Research Awards Committee
- Undergraduate Academic Affairs Council
- Western Canadian Centre for Deaf Studies

MOVED TO RECEIVE the annual reports as presented.

*F Glanfield
M Carbonaro
CARRIED*

13. Blended and online delivery of coursework within the Faculty of Education: updates, the status quo, and future possibilities – for information and discussion

Dean Snart provided an opening statement:

- blended and online delivery are not new methods, but they are changing as technology changes
- the Faculty needs to be responsible for developing the context
- children in today's classroom, as well as students coming into our program, have a different skills set
- the government expects us to provide a program that is pedagogically strong, but with flexibility and access to our students
- our Faculty has the capacity to assist and be part of these exciting alternatives
- the expertise exists, we need to start the implementation
- as a collective we need to choose to respond to what our graduating teachers require for today's classroom
- the profession, the ministry, and post-secondary institutions in this province are all moving in this direction

Comments:

- we are well positioned to respond to these needs
- some may feel intimidated by the technology, but we know the pedagogy so shouldn't be hesitant to learn how to transfer the teaching practices
- courses need to be transformed, in some cases even the vocabulary, it will be a challenge, the learning curve can be taxing
- a blended notion allows for parts of courses to be accessed on line (with pedagogical strength) allowing instructors to work with smaller groups
- we will need a carefully put together planning group
- we don't need to change all at once
- it's not about saving money in the beginning
- the Dean will need to provide resources to support those who wish to move forward
- the new collective of Educational Technology Services will assign specific teams to assist with preparing courses for transition

MOVED TO ADJOURN.

*J da Costa
L McQuarrie
CARRIED*

University of Alberta

Education Faculty Council

The Education Faculty Council met on Tuesday, December 4, 2012 at 3:30 p.m. in 122 Education South.

Present:

C Adams, J Anuik, D Conrad, M Carbonaro, J da Costa, J Davidson, L De Fabrizio, T Derwing, D Donald, b dunn, F Glanfield, V Grabia, B Hanson, A Hodgson-Ward, J Jay, J Kachur, J Kelly, S King, A Kirova, K Koch, M Kohlman, J Kung, JLeighton, M Mackey, H McRae, T Oliphant, J Pegg, P Pente, M Poesch, B Preston, L Prochner, M Rossiter, B Spencer, F Sylvester, H Van roessel, J Van Vliet, B Watt-Malcolm, J Welch, B Williams, R Wimmer, M Yurick, F Snart (Chair), Bj Werthmann (Secretary)

Sign in sheet is attached to original minutes.

1. Approval of Agenda

MOVED TO APPROVE the agenda as presented.

*J da Costa
J Leighton
CARRIED*

2. Minutes of the Education Faculty Council

For agenda item 7, Brenda Fossett should be listed rather than Jerine Pegg (who introduced her).

MOVED TO APPROVE the October 2, 2012 minutes of the Education Faculty Council as amended.

*J Pegg
P Pente
CARRIED*

3. Minutes of the Graduate Academic Affairs Council

MOVED TO RECEIVE the May 7, 2012 and October 1, 2012 minutes of the Graduate Academic Affairs Council.

*P Boechler
C Adams
CARRIED*

4. Minutes of the Undergraduate Academic Affairs Council

MOVED TO RECEIVE the September 20, 2012 minutes of the Undergraduate Academic Affairs Council.

*R Wimmer
J Kachur
CARRIED*

5. Kule Institute for Advanced Study Research Program (KIAS)

Dr Geoffrey Rockwell, Interim Director of KIAS, presented to Faculty Council.

The Kule Institute for Advanced Studies (KIAS) was established in July of 2010 with funding provided by Drs Peter and Doris Kule, two outstanding Canadian philanthropists, visionaries, and community leaders who give generously in support of post-secondary education and research. KIAS seeks to support research in the Humanities, Social Sciences, and Fine Arts.

Dr Rockwell spoke to the many forms of funding that KIAS provides to academic, doctoral, masters', and undergraduate research projects. Some of the categories referred to were

- research cluster grants
- interdisciplinary course seminar grants
- doctoral scholars
- Kule dialogues

Interested parties are encouraged to review their website at www.kias.ualberta.ca for detailed information.

6. Introduction of New Faculty

The following new faculty members were introduced:

Bill Hanson, Educational Psychology

Vanessa Grabia, Elementary and Secondary Education (Assistant Chair)

7. Annual Reports

The following annual reports were presented for receipt:

- Diversity, Equity and Respect Committee
- Faculty Teaching Awards Committee
- JP Das Centre on Developmental and Learning Disabilities

MOVED TO RECEIVE the annual reports as presented.

*F Glanfield
J Leighton
CARRIED*

8. Diversity, Equity and Respect Committee Terms of Reference

Mr Cris Ryder, Acting Chair for Diversity, Equity and Respect Committee (DER) presented to Faculty Council.

The proposed changes 3(d) and (e) were approved by DER at their November 14, 2012 meeting. The proposed addition to 3(b) was added for clarification purposes in consultation with the Dean's Office following the DER meeting. All changes are administrative in nature and do not reflect changes to the work or membership of the committee.

MOVED TO APPROVE the proposed changes to the Diversity, Equity and Respect Committee terms of reference.

F Glanfield
C Adams
CARRIED

9. Dean's Report

Dean Snart reported as follows:

- November 23rd was a full day meeting with representatives from transfer colleges to introduce the new undergraduate program model. Members of the Program of Studies committee presented, and responded with sensitivity to questions and comments from the colleges. This was a very successful collaboration and college representatives commented on the strength of the new model. Dr Wimmer, Chair of the Program of Studies committee, and the ATEP (Aboriginal Teacher Education Program) directors held a professional development day in Slave Lake for ATEP students, so were unable to attend the meeting.
- Rona Ambrose, Minister of Public Works and Government Services, was recently on campus to launch the two University of Alberta CIDA (Canadian International Development Agency) projects. We are very excited that one of these grants, \$3.2 million, was from our Faculty. Congratulations to Elaine Simmt and Florence Glanfield, both from Secondary Education.
- As of January 2013, Janet Welch will have "Director of Academic Technologies" added to her portfolio as Assistant Dean.
- Fall convocation saw the first cohort of ATEP graduate through Portage College. A very proud moment for all concerned.

Dr Boechler announced a SSHRC workshop on December 11th to review SSHRC programming changes and a new initiative on campus for centralizing SSHRC application support.

Dr Wimmer provided an update from the Program of Studies (POS) committee:

- All program changes were approved by the Academic Standards Council (ASC) by mid-November.
- Drs Hickson and Wimmer met with other Faculties in advance of the ASC meeting to review changes and discuss those that have possible implications or that may have been contentious for other Faculties.
- Over the fall term members of the POS worked with departments to develop the timetable for 2013.
- As mentioned by Dean Snart, a meeting was held with the transfer colleges to further review the program changes and discuss implications for their programs.
- Over the past few weeks, key content points for required courses (new and existing) are being entered into a software program. This will assist in coordinating curriculum between courses, looking at relationships between pre-requisites and other courses, and determining the relationship between our programs, the Principles Document and the Curriculum Framework for our undergraduate teacher education program.
- The next two tasks will be to look at the After Degree programs and explore the possibility of certificates.
- Work that is required outside of the POS, but that will eventually come to the POS for review is:
 - bringing our collaborative programs more in line with the changes being made to the four year BEd,
 - working with other Faculties on our nine combined degree programs to bring them in line with the four year BEd.

The above outlines this year's work for Program of Studies. The goal is to have further program changes (e.g. After Degree) ready for Faculty Council approval by April 2013.

Dr Wimmer wished to publicly thank those who worked on the timetable, including academics and support staff across the departments.

10. Proposed Collaborative Research Space

Dr Boechler presented to Council members on the proposed Education collaborative research space in 2-111 Education North.

- The Faculty of Nursing has occupied 2-111 Education North for many years, until the Edmonton Clinic Health Academy was opened and they relocated.
- The Dean and Dr Rinaldi, former Associate Dean Research, worked to secure this space for Faculty use.
- A core facility assessment took place in April 2011 when Faculty researchers were asked to complete a survey concerning their research needs.
- Three main issues identified were
 - physical space
 - advanced research methodology support
 - research innovation through technology support
- We want to create a space that is collaboratively used by every member of the faculty at one time or another, and supports many different kinds of research.
- Facilitating the use of graduate students from across the Faculty will be a strong impetus of this space.
- A space development report has been submitted by Elaine Holtz, Space and Facilities Manager for the Faculty.
- An equipment proposal for basic equipment has been submitted.
- We have some funding to bring in an architect to assist with space design.

As these processes will take time, Dr Boechler presented a basic floor plan of what could be done in the interim, using the cubicles and fixtures already in the space. Dr Boechler welcomes input on the use and development of the Collaborative Research Space and will continue to communicate with faculty as progress is made.

MOVED TO ADJOURN.

*M Carbonaro
J Pegg
CARRIED*