



# UNIVERSITY OF ALBERTA FACULTY OF EDUCATION

## Undergraduate Academic Affairs Council

Thursday, January 14, 2016

1:30 – 4:00 pm

533 A Education South

### Minutes

**Present:** C Hickson (Chair), H Kennedy-Plant (Administrator)

C Christianson, B Stelmach, D Chorney, L Daniels, B Dunn, T Dust, J McFeetors, L McGarvey, J Pegg, L Shultz, B Smilanich, J Sousa

**Regrets:** M Gravel, B Hanson, E Steinhauer, W Lam, C Weber-Pillwax

**Guest:** G Schreiber (ATA for M Gravel)

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1. Welcome, Introductions and Announcements
    - Introduction of ATA guest – Dr. Gaylene Schreiber, representing the ATA in M Gravel's absence. An explanation of Terms of Reference procedures for UAAC Guests and around the table introductions occurred.
  2. Approval of the Agenda

**MOTION (J Sousa):** To approve the agenda, as circulated.  
Seconded by: B Smilanich  
**Carried**
  3. Approval of the Minutes of November 26, 2015

**MOTION (B Smilanich):** To approve the minutes, as circulated.  
Seconded by: J Pegg  
**1 Abstention, Carried**
  4. Calendar Change Documents
    - Editorial Calendar Changes:
      - BSc/BEd electronic Calendar changes motion passed, via email voting on December 1, 2015
        - Members were thanked for their very timely response and this voting process which resulted in the motion being passed unanimously and was carried
        - Both Calendar changes related to the BSc/BEd combined degrees program impacted the BSc years of the program
        - The first change was to an academic standing requirement that the Faculty of Science require for their students to be promoted to our part of the combined degrees program. The Faculty of Science lowered the Grade Point Average requirement in the BSc declared major from 2.7 to 2.3
        - The second change was for removal of a course that no longer exists - HIST 396
  5. Items for Discussion
    - Program Renewal Work
      - Education Electives Working Group Report – Notice of Motion, Recommendations and Rationale  
**NOTICE OF MOTION (L McGarvey):** Members of the Education Electives Working Group move that the Education Elective requirement be fulfilled by any 300 or 400-level course in the Faculty of Education.
      - An overview of the Education Electives Working Group's report was provided. The report included the proposed motion, additional recommendations, background, rationale for the motion, and six appendices. Revised versions were emailed to the membership for their distribution. The first

revised report was emailed to all members on January 15 and included the following edits: Bill Dunn's name was included, course titles were added to the list of required courses, the appendices were reordered and the Appendix label in document was matched with Appendix letter, page numbers for the main document and appendix page numbers were added. The second and final revised report included one further edit and was emailed to members for their distribution on January 18: C Weber-Pillwax asked to have her name removed from the membership because she was not able to participate in the Working Group due to scheduling conflicts

- At the meeting the report began with a list of the Working Group Membership:
  - Chair: Lynn McGarvey, Vice Dean & Associate Dean, Academic
  - Elementary: Jerine Pegg (Associate Chair), Janelle McFeetors (Elementary representative)
  - Secondary: Tom Dust (Associate Chair), Elaine Simmt (Secondary representative)
  - Educational Policy Studies: Bonnie Stelmach (Associate Chair), Lynette Shultz (PolicyStudies representative)
  - Educational Psychology: Lia Daniels (Associate Chair), George Buck (Educational Psychology representative)
  - Indigenous Education Council: Cora Weber-Pilwax\* (IEC representative)
  - ESA: Waishing Lam (VP Finance, ESA representative)
  - USS: Bill Dunn (Associate Dean, Teacher Education)

\*See note above concerning removal from list
- Following the list of members and the Motion, a list of recommendations was next listed in the report. **Recommendations:**
  1. That Chairs be responsible for scheduling and staffing non-compulsory Education courses based on capacity and resources available.
  2. That Chairs be encouraged to staff non-compulsory Education courses with Faculty members.
  3. That non-compulsory Education courses offered be related to the components in the Curriculum Framework with particular consideration to identified gaps. (Report contained attached appendix).
  4. That Associate Chairs share information with each other about the non-compulsory Education courses and scheduling to ensure that an appropriate number of courses are offered during Fall/Winter and Spring/Summer. Any potential issues and recommendations should be brought to Department Chairs.
  5. That Associate Chairs take the lead in their departments to examine course descriptions and objectives on course outlines to ensure that content from the Curriculum Framework components are explicitly addressed.
  6. That the Department of Elementary Education determine appropriate ways to limit the number of students choosing EDEL 3xx and 4xx courses in Fall and Winter as their Elective.
  7. That enrolment, scheduling and staffing of non-compulsory Education courses be monitored to track student choice and revisit recommendations stated above.
  8. The Education Electives Website be updated to reflect the decision of UAAC.
- The background information included a history of how Education Electives were introduced into the new undergraduate program and explained that due to budget cuts in spring 2013, the new program was revised and the number of Education credits in both the Elementary and Secondary routes were reduced. Presentation to and approval of the revision was made at a special meeting of Faculty Council in July 2013. The revision introduced an Education Elective described as "a course selected from an approved list of education courses." The list of courses was to be determined by a "cross-department consultation process ... to determine which electives will be offered each year." No further information was presented to faculty members at that time. Afterwards, there was confusion and debate as to which departments could offer Electives, what course content was necessary, what consultation process took place to introduce Electives, and whether it was a pedagogical or budget driven decision to introduce this new element into the Bachelor of Education program
- After two years of discussions with no agreement, but with a decision needed for students' planning and registration, a motion was brought to and passed at UAAC in February 2015 so that "any undergraduate Faculty of Education course will fulfill the

Elective requirement.” Following the approval of this motion another motion was brought forward and passed that asked UAAC to strike a working group **“to consult and bring forward a motion to UAAC by spring of 2016 concerning the plan for the Education Elective program component in regard to pedagogical rationale and to establish a long term, sustainable solution that is supportive of student program planning”** (Minutes of UAAC, February 2015)

- The working group was struck and met six times over the Fall of 2015 to prepare a motion for UAAC in time for students’ program planning and the opening of Fall 2016 registration beginning in March. The working group focused discussions on the mandate of the February 2015 motion: (1) Pedagogical rationale; (2) a long term, sustainable solution; and (3) a solution supportive of student program planning
- The Working Group did a lot of work trying to make an objective decision with the task at hand. A wide range of sources were used to base discussions, analyses, recommendations and the resulting motion including:
  - Undergraduate Teacher Education Program Statement of Principles (2006)
  - Vision Statement and Curriculum Framework for the B.Ed. Program (2008)
  - University Calendar (2015/2016) and samples of student program sheets for current information on program and course requirements. Within the Elementary and Secondary routes, the following non-compulsory Education options are included:
    - Elementary:**
      - \*9 Open Options: either Education or non-Education courses
      - \*3 Education Elective
    - Secondary:**
      - \*6 Open Options: either Education or non-Education
      - \*3 Education Elective
  - Current course outlines for all required Education courses: EDU 100/300, 210, 211; EDPY 301, 302 or 304, 303; EDPS 410; EDSE 307; EDEL 305, 316, EDFX 325/350, 425/450
  - Non-compulsory course descriptions along with the schedule, enrolment, and staffing from Spring 2013 to Winter 2016.
- The rationale for the proposed motion is based on examining (1) pedagogical rationale for a specific set of courses; (2) a long term, sustainable solution given the budget implications; and (3) a solution that supports students programs and their planning. A further explanation on each of the 3 rationale was outlined in the report:

- **(1) Pedagogical Rationale:**

The working group’s primary focus was to identify a pedagogical rationale for offering a specific set of courses. This aspect of our work took the majority of our time. Using the course outlines the Working Group examined the alignment between the required Education courses and the 14 Curriculum Components, as described in the Curriculum Framework document. Examination of specific topics identified within components was conducted to determine if there were any topics not addressed in required courses.

Overall, there is substantial alignment between the Curriculum Components and required courses. All components were addressed either in a designated course or through topics across two or more required courses. It was concluded that students have an opportunity to learn the content from all components.

Based on the information available in course outlines, some possible gaps were identified in required course content where specific topics within the Curriculum Component descriptions did not appear to be explicitly addressed. It was recognized that some of the gaps could be addressed through assignments, lectures or other materials not mentioned in the course outlines. Overall, there is no recurrent theme that emerges within these gaps

Given that the Curriculum Components appear to be addressed and that no single course or no small set of courses can address all of the potential gaps in the component topics, it was concluded that there did not appear to be a pedagogical rationale for a specific set of courses to serve as Electives

- **(2) Long Term Sustainability:**

A second task of the group was to ensure that Electives did not have budget implications and that the logistics for implementing a decision was considered. To examine sustainability, the group reviewed the scheduling, enrolment and staffing of non-compulsory Education courses from Spring/Summer 2013 to current registration in Fall/Winter 2015-2016. There were a number of limitations in this analysis: (a) could not distinguish between Education Option/Elective and Open Option enrolment; (b) some courses serve as compulsory or possible choices in Secondary majors or minors, but may still be selected as an Elective or Open Option if space is available; (c) all Elementary Education courses fulfilled required courses in the program, but some students may also select EDEL courses to fulfill Options/Electives and Open Options.

Based on the information available and the limitations identified, there appeared to be little change in the distribution of students taking non-compulsory Education courses across departments. Educational Psychology and Educational Policy Studies appear to offer approximately 95% of the non-compulsory courses in the Fall and Winter terms. Elementary and Secondary Education offer more non-compulsory courses in spring and summer, but a much smaller percentage of students take courses during those months.

Based on the current year's registration where students could choose any Education course to fulfill their elective requirement, the non-compulsory courses with the highest enrolment are as follows: EDPS 360 Society and Education, EDPY 442 Introduction to Counselling, EDPY 401 Assessment and Instruction of Exceptional Learners and EDPS 341 Concepts of Childhood in History.

Enrolment in Secondary Education non-compulsory Education courses occurred primarily in spring and summer and comprised a 10%-11% of enrolment over the course of a year; however, fall and winter provided few offerings and less than 4% of enrolment in non-compulsory courses.

As mentioned, it is difficult to do a similar analysis with Elementary Education courses as all EDELS contribute to the Elementary route requirements.

Overall, non-compulsory Education courses appeared to be offered based on the teaching capacity of individual departments. Regulating the offerings of a specific set of courses may prove problematic if instructional resources are not available. However, creating a rotating list of courses is administratively unsustainable with regard to monitoring graduation requirements.

Based on the information gathered, scheduling and staffing non-compulsory courses is best determined by Chairs on an annual basis.

- **(3) Student Program Planning:**

Given the variation in terms of when students choose to take their Elective, it is impossible to determine an annual schedule for a set of courses that will fit students' needs and schedule. Offering a range of courses at various times and across all terms is an important consideration to ensure appropriate access to Elective courses.

Also based on the interests expressed by our student body through ESA representation and the statements of the Academic Development Committee Report, the diverse backgrounds, needs, interests, and aspirations of our students are best served by offering a wide array of courses that can meet the Education Elective requirement of the undergraduate teacher education program. (see GFC 37.5

<http://www.gfcpolicymanual.ualberta.ca/en/37CoursesandProgramsGeneralReg/375CourseFlexibility.aspx>).

- The Working Group report included 6 appendices generated during the groups work:  
**Appendix A:** List of Required Education Courses with Course Descriptions  
**Appendix B:** List of Non-Compulsory Education Courses with Course Descriptions

**Appendix C:** Curriculum Framework Components Alignment with Required Courses

**Appendix D:** Contribution of Required Courses to Topics within Curriculum Framework Components

**Appendix E:** Identified Gaps in Content between Curriculum Components and Required Course Content

**Appendix F:** Summary of Course Enrolment in Non-Compulsory Education Courses

- During discussions after the delivery of the report, UAAC members were reminded that the mandate of the Working Group was to look at current courses and under the direction from the Dean it was not to create new courses
- It was noted during the presentation of recommendations that more than half of the courses are taught by Sessionals and the group would recommend that Chairs encourage Faculty members to staff courses where possible, in non-required courses
- Recommended that when creating new courses to look back to gaps and be thoughtful and careful about new course development
- Need to do better job at courses offered year-by-year and ask chairs if gaps can be addressed in specific ways
- The Working Group was thanked for the work done on the important task that was at times fraught with lots of controversy over several years and thanked for bringing the matter to a stage that is ready to go to departments for feedback and to be brought forward as a Motion
- C Hickson agreed with members that there have been contentious issues and instructed members that the motion and report does need to go back to units and departments to be discussed before the February UAAC meeting as it will be on the agenda as a Motion
- J Sousa shared that it was hard to imagine that when this information was going on last year that this in-depth of work could be done by now, given how contentious this was last year with the background understanding/misunderstanding that EDPS was responsible for electives
- J Sousa supports how UAAC has proceeded but shared that it is important to the process to voice concerns that will still exist with the motion being so final while we don't know the longer term impact of the decision. He recommended a 'sunset clause' be considered to look at the decision again in 3 years once there is more data, in order to build greater good will across the faculty
- C Hickson provided the opportunity for UAAC members who were part of the Working Group to provide further thought and feedback concerning the Notice of Motion, recommendations, and any comments from the discussion
- Working Group members acknowledged the important comments brought to the Working Group and UAAC tables, however, there was not a wish to change the Notice of Motion
- C Hickson stated that a request for an amendment to the motion or a separate motion about a 'sunset clause' could be brought forward to the February UAAC meeting
- L McGarvey mentioned that monitoring recommendations are included in the report and although the process and responsibility is not specified, a review on an annual basis by dean/vice dean could be included in UAAC reports. It was stated that at any time a motion can be brought to UAAC
- Discussion occurred concerning the potential difficulty of identifying exact reasons why student enrolment might change in the future. For example, it could be due to time of course, term offering, instructor, etc. Therefore, knowing what details should be considered for such a revisit of the issue in 3 years was deemed problematic. However, it would be helpful to track and monitor
- The Working Group has brought forward the motion and report to take back to departments and the sentiment was that there should not be a change in the motions wording but that the motion in the report be taken to departments and councils for review and feedback to bring back to UAAC
- On behalf of UAAC C Hickson thanked the Working Group for the detailed and extensive work done towards bringing this Motion forward

## 6. Update Items from the Council membership

- C Hickson provided an introduction and brief overview of the new University of Alberta online Calendar
  - As the University is moving to an online Calendar for 2016 and the first draft has been circulated as part of the Governance review process, the draft Calendar is now able to be shown to members
  - The Registrar's Office will need to provide direction on future Calendar change processes
- Member update – G Schreiber on behalf of the ATA
  - 200 IFX students to visit ATA Barnett House on January 15<sup>th</sup>
  - The ATA Specialist Council invited students to attend the Pre-Service Carousel being held on January 23 and they arranged for promotions to be sent out on the Undergrad list-serve

- Members are encouraged to visit the ATA website and view the many Fellowships and award and scholarships available
- Member update – W Dunn
  - W Dunn explained a motion will be coming to the February meeting to suspend the combined degrees program with ALES. The Notice of Motion was emailed to members shortly after the January 14<sup>th</sup> meeting adjourned:  
**Notice of Motion:** The motion will be to suspend the BSc in Human Ecology / BEd (Secondary) combined degree program from July 1, 2016 until June 30, 2024.

Rationale: This program is run jointly by the Faculty of Agricultural, Life and Environmental Sciences (ALES) and the Faculty of Education. ALES has initiated a request for the program to be suspended. Enrolment numbers in the program are low, but more importantly, it is difficult for students to navigate through the program. One reason for this difficulty is that ALES accepts transfer credit that the Faculty of Education cannot due to the requirements of Teacher Qualification Services. Students who are currently in the program will be allowed to finish. In the future, students with an interest in this area can pursue a regular BEd program with the corresponding major in CTS: Human Sciences or they can complete a BSc in Human Ecology followed by a BEd After Degree

7. Reminder of Agreed Upon Future Agenda Items

- Potential presentations: Office of Student Conduct and Accountability

**Adjournment:** J Pegg moved to adjourn the January 14, 2016 meeting of Undergraduate Academic Affairs Council.  
Adjourned at 3:00 p.m.