The University of Alberta  
Faculty of Education  

GRADUATE ACADEMIC AFFAIRS COUNCIL  

November 6, 2017  

PRESENT: Cathy Adams, Christina Borys, Trudy Cardinal, Doug Gleddie, Jacqueline Pei, Nathalie Reid, Gaylene Schreiber, Ali Shiri, Veronica Smith, Jorge Sousa, Bonnie Stelmach, Greg Thomas, Annette Wentworth, Elaine Simmt (Chair), Betty Jo Werthmann (Administrator)  

Regrets: L McGarvey  

1. Approval of Agenda  

MOVED TO APPROVE the agenda as circulated.  
J Sousa / B Stelmach / CARRIED  

2. Approval of Minutes  

Following the October 2 meeting, the following e-vote took place:  
Moved to approve the name change of the "Theoretical, Cultural and International Studies in Education" specialization in the Department of Educational Policy Studies in the Faculty of Education to "Social Justice and International Studies in Education".  
J Sousa / B Stelmach  

The motion was approved. J Sousa reported that the name change has since received FGSR approval.  

Revisions to minutes:  
• The attendance list will be updated to reflect Monique Gravel attendance on behalf of Gaylene Schreiber.  
• Under Chair’s report, Oral Committee Chairs  
  ▪ Statement “Committees would then require five examiners plus a Chair.”  
  ▪ suggested that “Chair” should read “non-examining Chair”  
  ▪ there was uncertainty over the number of members attending the oral; E Simmt will confirm and the minutes will be revised accordingly  
  ▪ C Adams requested the statement re Secondary Education be changed to read “…encourages the use of non-examining chairs at orals”.  

MOVED TO APPROVE the minutes of October 2, 2017 as amended.  
V Smith / A Shiri / CARRIED  

3. Notice of Motion  

3.1 MES Program Requirements  
The proposed change is to reflect what has been happening in the program for some time, but the update in this section of the calendar was missed.
3.2 EDU 515 Conducting Educational Research
The proposed change will align the calendar description with the program requirements.

3.3 EDU 900 Program Synthesis
The proposed change is a grammatical correction.

3.4 EDPY 519 Individual Psychological Assessment
Proposed title and description change speak to a shift in offerings for the School and Clinical Child Psychology to provide more of a balance between its assessment and intervention courses. This aligns with contemporary standards of practice and will allow graduates to better meet the needs of their clients.

3.5 EDPY 511 Philosophy of Teaching
This proposed new course is part of the Health Sciences Education cost-recovery program. It has been offered since the program’s inception in 2011 and the Department is now seeking a permanent number.

3.6 EDPY 512 Learning and Teaching at the Adult level with Health Care Providers
This proposed new course is part of the Health Sciences Education cost-recovery program. It has been offered since the program’s inception in 2011 and the Department is now seeking a permanent number.

3.7 EDPY 513 Curriculum Studies in the Health Sciences
This proposed new course is part of the Health Sciences Education cost-recovery program. It has been offered since the program’s inception in 2011 and the Department is now seeking a permanent number.

3.8 EDPY 535 Learning and Human Development
This course is offered as part of the MEd program in School Counselling. It has been successfully piloted and the Department is now seeking a permanent number.

In its preliminary review, the Registrar’s Office suggested that the reference to Open Studies students be removed from the calendar description. E Simmt and V Smith will discuss this action prior to this course being presented for motion to approve.

3.9 EDPY 537 Basic Skills, Issues, and Attitudes in School Counselling
This course is offered as part of the MEd program in School Counselling. It has been successfully piloted and the Department is now seeking a permanent number.

3.10 EDPY 551 Counselling Children and Adolescents: Theory and practice in clinical and school settings
This course is core content in the MEd program in School Counselling. It has been successfully piloted and the Department is now seeking a permanent number.

3.11 EDPY 587 Teaching and Researching Language Learning Strategies
The purpose of this course is to assist teachers in (a) providing explicit strategies-based instruction in their language classes, and (b) developing materials to raise their students’ strategic awareness and assess their strategy use. It has been successfully piloted and the Department is now seeking a permanent number.
4. Chair’s Report

Exit Survey
The timing of our exit surveys is important to ensure we contact them prior to convocation when they become alumni. They are sent prior to June and November convocations, with reminder notifications. E Simmt presented the following statistics from the June survey:

- 66% of students responded
- 86% female / 14% male
- 88% reported they would recommend our program to others
- 85% of respondents were under 45
- when asked how they heard about our programs, responses were:
  - 46% from friends or colleagues
  - 13% from alumni (could be an overlap with above)
  - 52% from our website
  - these numbers add up to more than 100% as more than one selection could be made
- primary reasons reported for pursuing graduate studies were location, job preparation, quality, personal and intellectual
- the department coordinators have the responses pertinent to their department to use for matters such as program evaluation

An Alumni Survey is in progress through FGSR, with assistance from the Development Office. These results will give us similar feedback but from individuals that are looking back on their programs.

FGSR Professional Development requirement
In the past few years FGSR mandated that all graduate students need to complete 1) ethics training and 2) professional development. The Faculty of Education requested and received exemption from the PD requirement as many of our students are professionals who fulfill PD requirements in their program or employment, and PD sessions are offered to our students within the departments and at the faculty level.

FGSR is now asking us to develop appropriate wording for the calendar and web as the current exemption note will soon be removed. Graduate Coordinators will work with E Simmt over the next few months. It would be beneficial to know what opportunities are being offered in the Faculty that align with the FGSR requirements. Student members indicated they appreciate the PD that is offered at all levels, and hope reporting of completion would not have to be duplicated.

Speaking on behalf of the ATA, G Schreiber hoped the PD requirement would not have a prescriptive mandate. Many of our master’s students are teachers who are required to have a Personal Growth Plan, in which they need to define how their PD meets their criteria.

Calendar changes
Graduate Coordinators will be reviewing their calendar entries for conformity with U of A standards for descriptions of programs. These will be forthcoming to GAAC.

Meeting adjourned.