

The University of Alberta
Faculty of Education

GRADUATE ACADEMIC AFFAIRS COUNCIL

October 3, 2016

PRESENT: Cathy Adams, Doug Gleddie, Lynn McGarvey, Norma Nocente, Gaylene Schreiber, Ali Shiri, Evelyn Steinhauer, Veronica Smith, Hayley Morrison, Ella Hitchcock, Remonia Morrison, Kelsey Reed, Dominique Gadsden, Jill McClay, (Chair), Van Dam (Administrator)

Regrets: Trudy Cardinal, Jacqueline Pei, Joe da Costa, Elaine Simmt

1. APPROVAL OF AGENDA

*MOVED TO APPROVE the agenda as circulated.
D Gleddie / A Shiri / CARRIED*

2. APPROVAL OF SEPTEMBER 12, 2016 MINUTES

*MOVED TO APPROVE the minutes of September 12, 2016 as presented.
H Morrison / E Hitchcock / CARRIED*

3. WORKING GROUPS FOR TECHNOLOGY INTEGRATION (L. McGarvey)

General discussion

- Technology integration into teaching and learning needs attention. We should look at graduate courses and technology integration across the faculty in this area.
- Majority of the faculty research is qualitative but we don't have qualitative research tools available to our students. Instructors are limited by what they can do and have often sought out other ways to go around this. For example, the 2 day workshops offered by the Qualitative Research Institute but those workshops are pricey; or and pointing students to the 10 day free trial download but that's actually not helpful for students if they want to use the tool more extensively.
- We can be doing better in integrating technologies to help graduate students to organize their lit reviews, collect data, analyse data, and learn innovative ways to communicate knowledge from research.

- Lack of site licensing is problematic for researchers. The stand-alone version is sometimes prohibitive but the team based version is even more expensive. It's not feasible in terms of time and investment, but might be a good option for the faculty to provide as a whole.
- Moving forward, would need to involve the Associate Dean Research in the process.
- Proposed to strike a working group to be responsible for gathering information on the current uses of technology within our graduate courses (e.g., technology to support literature reviews, analysis software used within courses, use of technology in online courses, etc.), and make recommendations to support technology integration more fully (e.g., purchase of site licenses, professional development, etc.).
- Ideally, the group would include at least one graduate student. L McGarvey will send out a request to GAAC members for volunteers. There are no limits to the number of working group members and is not limited to GAAC members only.

MOVED TO STRIKE a working group to look at technology and integration across graduate courses.

L McGarvey / CARRIED

4. MOTION TO APPROVE

4.1 EDSE 611 Phenomenological Research (Editorial Change)

4.2 EDSE 621 Phenomenology Writing (New Course)

The discussion from GAAC's meeting on September 12, 2016 resulted in a couple of changes. First, the title of EDSE 611 changed to *Phenomenological Research* and EDSE 621 to *Phenomenological Writing*. Second, EDSE 621 now includes clarification that students who have taken EDSE 621 may not take it for credit if credit has already been obtained in EDSE 611 prior to September 2016.

MOVED TO APPROVE EDSE 611 Phenomenological Research and EDSE 621 Phenomenology Writing.

C Adams / N Nocente / CARRIED

4.3 Elementary Education M.Ed. Thesis (Editorial Change)

J McClay indicated last spring GAAC talked about the idea of not needing a vote for minor editorial changes, as the Chair in UAAC often just approved of them on his own. GAAC agreed to do a trial this fall and she felt this item seems to fit this situation. However, to err on the side of caution, she would also like a group discussion as well.

D Gleddie reported two changes. First, a credit change from 24 to 21 credits for courses in a thesis based master's program, with a *9 thesis (raised from *6). This change is intended to encourage more students to apply to the thesis route. Second, making the capping exercise non-credit. This is a cleanup of the calendar since it has already gone to a non-credit in September 2013. There are still some exceptions so the department has decided to keep the word "normally" in the description.

A discussion followed regarding FGSR's minimum requirements for a capping exercise, and each department reported on how they fulfil this requirement. It was further noted that the number of required course credits ranged quite significantly across the faculty and the university as a whole.

G Schreiber noted an editorial change on the GAAC submission form. Since the item is brought forward for motion to approve, the box for "Formal motion or Approval" should be checked instead of "Consultation and Notice of Motion".

5. NOTICE OF MOTION

5.1 Secondary Education General Information

C Adams reported it was a clean-up of the Calendar: new website URL, research areas and general wording. Additionally, there were other changes that the department is just catching up on (i.e. on the website but not on the calendar). These included requirements for non-English speaking students, an increased TOEFL score, and a final project rather than a capping project in the master's program).

J McClay noted that this would have been bumped up to a motion to approve, if it was brought forward in time since it was just a general clean-up of the calendar.

5.2 EDPY 645 SCCP School Practicum Placement

5.3 EDPY 647 SCCP Clinical Practicum Placement

V Smith reported both are editorial changes brought forward last year and were approved but the credits assigned to them were incorrect. This notice of motion is to correct this.

C Adams recommended crossing out "fi 6" and replacing it with "fi 12" on the form as the course is now 6 credits with a fee index of 12.

J McClay confirmed the removal of section numbers within the Calendar, and to note there is no need now to fill in the section number piece on the GAAC submission form.

5.4 EDPY 601 Advanced Doctoral Research Seminar

V Smith reported this is a new course that resulted from discussion in the department wanting a cross area course that all doctoral students take to introduce them to theoretical and research relevant topics suitable at the doctoral level in psychology in education. The course is anticipated to be offered in winter 2018.

There was discussion around whether it is a required course. V Smith noted that there have been a lot of changes in two of the accredited programs: School and Clinical Child Psychology and Counselling Psychology. This course is coming from the SCCP group and she is uncertain if it is required across the entire department.

5.5 EDPY 616 Achievement Motivation

This course has been offered as EDPY 597/697 for many years. The rationale is to change the course name and seek a permanent calendar number for the course. EDPY 616 Achievement Motivation will run in winter 2017.

J McClay explained the course numbering process to the group: if a department is going to run a course consistently, it's a good idea to give it a proper number so that students' transcripts do not have multiple courses with the same course number. This may cause some suspicion for those reviewing these transcripts.

There was discussion around the restrictive nature of the note "Restricted to Graduate students in all faculties". V Smith clarified it is to indicate that students from other faculties are welcome to register in the course. It was then proposed that perhaps the wording should be "open to all graduate students in all faculties". However, it was further noted that it may not be needed in the Calendar copy at all since this type of info is usually found on Bear Tracks. V Smith concluded that if the department sees a need to revise the wording, she will bring it forward to GAAC at that point.

6. **CHAIR'S REPORT**

SSHRC Doctoral Workshop

- The Dean's Office ran the workshop September 20. The date was moved from September 22 to the 20 so as not to conflict with FGSR's workshop. Students were encouraged to attend both workshops.
- Big thank you to Hayley Morrison and Maggie Shane for sharing their tips and experiences; to Curtis Riep for allowing us to share his proposal with the group.

Alumni Survey:

- Money received from internship went into creating an alumni survey. L McGarvey and J McClay supervising Alicia Cappello on this project.
- Survey done in cooperation with Alumni Relations to get a snapshot of the people who graduated from our faculty (B.Ed., masters or doctoral).
- Survey is not a program evaluation but for us to get a broader sense of where they are and what fields they are working in.
- Within the next few days, J McClay is hoping to send to Associate Chairs for feedback. It is a time sensitive turnaround and they're hoping to distribute surveys around October 8.

7. NEWS FROM THE ATA

G Schreiber shared info on Beginning New Teachers Conference:

- ATA offered two conferences: one in Edmonton (this past weekend) and one in Calgary (weekend after Thanksgiving).
- Edmonton had 518 registrants, and Calgary had 400+, so about 900+ new teachers this year.
- Are offered free of charge to students in their first and second year of teaching or new to teaching in Alberta.
- Starts Thursday night and ends Saturday for lunch. The entire first day is spent on pedagogy and the second day is used for curriculum specific sessions. ATA emphasizes that these sessions offer practical skills that teachers can use Monday morning.
- J McClay thanked Gaylene for the impromptu report.

MOVED TO ADJOURN.

C Adams