



# UNIVERSITY OF ALBERTA FACULTY OF EDUCATION

## Undergraduate Academic Affairs Council

Thursday, March 9, 2017

1:30 – 4:00 pm

533 A Education South

### Minutes

**Present:** C Hickson (Chair), H Kennedy-Plant (Administrator)  
J Buencamino, S Bigam, S Carr-Stewart, C Christianson, L Daniels, B Dunn, T Dust, L McGarvey, G Schreiber (ATA, for M Gravel), B Smilanich, J Sousa, L Sulz, C Weber-Pillwax, L Wiltse

**Regrets:** B Hanson, M Gravel, J McFeetors, L Shultz

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Welcome, Introductions and Announcements

- Around the table introductions were done to welcome guest, Gaylene Schreiber who was filling in as the ATA Rep for M Gravel

Approval of the Agenda

**MOTION** (J Sousa): To approve the agenda

Second: B Smilanich

**Carried**

Approval of the Minutes of January 26, 2017, as amended

**MOTION** (S Bigam): To approve the minutes of January 26, 2017

Second: L Wiltse

**2 Abstention, Carried**

#### Editorial Calendar Changes:

- Educational Psychology - Course description update to EDPY 401, **Motion: (L Daniels)**, Second: W Dunn, **carried**
- Transition Year Program – Updates to course requirements (*W Dunn*)  
**Changed to a Notice Motion, to be included as a Motion on the April agenda**
- Secondary Education Calendar Changes (*T Dust*):
  - BEd (After Degree) Secondary Route minor program requirements change from \*9-18 in the minor teach subject area to \*18 credits, **Motion: (T Dust)**, Second: L Wiltse, **carried**
  - BEd (After Degree) Secondary Route Graduation requirements change from \*9-18 in the minor teach subject area to \*18 credits, **Motion: (T Dust)**, Second: B Smilanich, **carried**
  - BA(Drama)/BEd (Secondary) Combined Degrees - to align both the Arts and Education sections of the calendar that contain the information on the BA/BEd Combined Degree in Drama  
**Motion: (T Dust)**, Second: S Bigam, **carried**
  - Education Chart 1 Art Major updates to reflect ART H courses have been renamed HADVC  
**Motion: (T Dust)**, Second: W Dunn, **carried**
  - Education Chart 2 Art Minor updates to reflect ART H courses have been renamed HADVC  
**Motion: (T Dust)**, Second: S Bigam, **carried**
  - Education Chart 1 Physical Education Major updates to reflect DAC 155 has been changed to DAC 125 and DAC 160 had been changed to DAC 126, **Motion: (T Dust)**, Second: L Sulz, **carried**

- Education Chart 2 Physical Education Minor updates to reflect DAC 155 has been changed to DAC 125 and DAC 160 had been changed to DAC 126, **Motion: (T Dust)**, Second: L Daniels, **carried**
- BSc/BEd Combined Degrees Education Chart 3 - Course numbering change to reflect the consolidation of three former courses into one, **Motion: (T Dust)**, Second: J Sousa, **carried**
- BSc/BEd (Secondary) Combined Degrees Program (Augustana) – to reflect changes made to Augustana core requirements, **Motion: (T Dust)**, Second: L Daniels, **carried**
- EDSE 447 course description update to note credit can only be obtained for one of KIN 294 or PAC 101 **Motion: (T Dust)**, Second: L Daniels, **carried**
- Education Chart 2 – New Minor: Interdisciplinary Studies: Liberal Arts (Only open to BEd Secondary Route, After-Degree program)  
(*T Dust*) **Changed to a Notice of Motion, to be included as a Motion on the April agenda**
  - The minor supports a cross-curricular/discipline background
  - Teacher certification does not require a minor, only a major
  - It was suggested that it would have been helpful to have a sense of KSAs
  - Subject area coordinators have been consulted when not
  - Potential issue with placements if difficult placing in major, the minor teaching area is considered for placing students in their teaching placements
  - Could be proxy for a minor, with the content expertise to teach in a variety of areas
  - Name of minor questioned if the value could be more reflected in the title
  - Friendly amendment to change title to Minor in Liberal Arts and Social Sciences, would align more with Teacher Qualification Services
  - Moved from editorial to a Notice of Motion to be brought to April's meeting
  - A justification will be added and shared with membership

#### **Other Calendar Changes:**

**MOTION (T Dust):** Education Chart 2 changes to Religious and Moral Education Minor to align with Certificate in Catholic Education requirements

**Motion: (T Dust)**, Second: L Daniels,  
**2 Abstentions, Carried**

#### **Discussion Items**

#### **Update Items**

#### **Updates on Education Electives Working Group Recommendation Number 4 (W Dunn)**

“That Associate Chairs share information with each other about the non-compulsory Education courses and scheduling to ensure that an appropriate number of course are offered during Fall//Winter and Spring/Summer. Any potential issues and recommendations should be brought to the Department Chairs”

- Meeting with EDPS to discuss more opportunities for EDPS electives
- The two metro-Edmonton school jurisdictions have identified four areas of focus in which they believe our pre-service teachers would be well served to gain additional knowledge, skills and expertise in: Indigenous/Aboriginal Education, Early Childhood Education, English Language Learners and Culturally Diverse Schools and Special Education
- Changes to EDSE 305 in students programs will result in freeing up some students to add an elective to their programs
- Changes to intersession offerings may result in more registrations in electives during the academic year, due to limiting the offerings during spring/summer
- EDPS has concerns about diminishing enrolment and courses for instructors
- Asked last meeting if ESA could survey to bring student perspective to discussions, the ESA representatives worked with Associate Dean and Assistant Dean FX on survey and had a good student uptake on the survey
- Hard copies of the survey results were shared with members and the document was linked on the Google Site after the meeting. Links to other responses are available. ESA did not see a pattern in regard to the open comment question
- ESA reps were thanked on behalf of UAAC for seeking student perspective
- It was noted by G Schreiber that the reported areas of interest 1, 2, and 4 (Special Education, Teaching English Language Learners, and Counselling) align with professional development requests seen in the teaching field

- J Sousa shared that at the EDPS meeting there was comment on course offerings in other faculties being potential opportunity for EDPS instructors and thought that required EDPS elective used to be part of the program and that it could be addressed at UAAC
- In terms of the non-education courses that were discussed at the meeting there was the thought that some courses could be taught in faculty as education courses, it was mentioned that courses not offered in the faculty could be explored in the department as an option to then be added to the program
- C Hickson cautioned that if a course is created by any departments that overlaps existing courses already offered they can be challenged and thus it is important to not replicate but differentiate and make education themed focus of the course
- Members were informed that the Education Electives webpage has been updated and the link will be shared in the minutes, <http://www.uss.ualberta.ca/en/education-electives.aspx>
- The ESA representatives noted that EDPS courses are seen as senior level courses and suggested that it may be beneficial for students to be informed that many are introductory and can be taken earlier in students programs
- Have been suggestions in past meetings that course titles and topics be reviewed to be communicated in a way that engages students interest
- Students do not think departmentally but see course offerings as faculty courses
- C Weber-Pillwax stated that topic titles are loaded and can have different meanings to different people and gave an example of special education as a topic that can be deemed to interpret responses, if to be useful needs to delved into further to understand what meaning is and then what we would do with the information
- There was agreement that titles can be subjective and only understand based on individual experience. Discussion continued on the topic of the course titles and content and how they can be engaging and a reminder was shared that our words need to speak to students and student interest
- A note that language in course titles and descriptions and how courses are advertised does not necessarily speak to students. S Carr-Stewart shared that EDPS is currently reviewing several course titles that may be renewed
- A question was raised to ask if there is a place early in the program for a teacher professional identity course that could encapsulate philosophy of education, education policy, history of education
- Another result from the ESA Electives Survey was that 4-year students are feeling that it takes too long in the program before they take education courses and they would like more education courses in the program and to take them earlier to help form teacher identity
- Basics of above covered in EDU 100 but could be room to have more introductory and earlier education courses
- Students are interested in history and philosophy but academics need to ensure they provide guidance to ensure they take what they need as teachers while balancing with personal choice
- It was stated that a large problem is the limited space for education electives in the program
- Option courses can also be filled by education courses and they are also relatively limited in the program
- Mandated more and more and given less and less choice but choice and options is important. Structural program issue needs to be looked at again
- C Hickson reminded members that the current program was born out of budget decisions and more budget decisions that may have an impact are occurring now and a new Dean starting on July 1<sup>st</sup> C Hickson asked if conversations should start with interim and new dean to see if renewal is desired
- G Schreiber mentioned that at the teacher education certification committee there has been mention that a 4-year degree may not be enough to do all that is needed when wanting to include all that is needed to meet the complexity of the needs of learners in schools
- It was pointed out that our BEd programs already offer more education credits than are required by Alberta Education which makes it difficult to leverage more money to offer more. The field may want more but it is a delicate position

Updates on working group to address technology integration across the undergraduate program update, *L McGarvey*

- Moved to April agenda, in interest of time

## **New Items**

### **Aboriginal Content Across the Curriculum**

- A handout of the July draft of the Teaching Quality Standard was distributed and will likely be enacted in August of 2018
- Alberta Regional Consortium and the ATA are working on resources to provide in-service to teachers to develop competencies and foundational knowledge across the curriculum and school leaders and superintendents standards are also under development to be enacted at the same time
- C Hickson asked if C Weber-Pillwax could highlight anything from the consultations that IEC members had on sending feedback to the ministry. IEC had input, feedback has been included, but now hearing that competencies and indicators are already being used. Excellent standards but teachers in the field and pre-service cannot take

on what is outlined in document, as it is too much. Not the ATA nor the ministry's job. Infusion approach to the curriculum. Infusion does not acknowledge distinct views and cannot be taught in a short time frame.

- G Schreiber agreed that many or a majority of teachers will not have the background or understanding and if not supported and fully thought out the competencies could do more damage than not adding any FNMI to standards. There is a grant for deliverables to make learning locally and contextually informed. Walking Together: Education for Reconciliation development is to occur across the province and information or workshops are to be culturally relevant to the region. It was further shared: it must be sensitive and responsive to the needs on the ground; broken down deeper than treaty areas; piloting a workshop about residential schools; ongoing professional development (pd) activities at the principal level will occur, to keep pd going at school levels; and there is awareness of potential to harm and it is being taken into consideration as there is this awareness of potential for real damage
- C Weber-Pillwax mentioned that the draft is not supposed to be out but the standards are out there and are being acted upon. Outcomes are being acted on now. The focus should be at this table on what we around the table should be saying and getting to the bottom of the source issues because if it cannot be done here it will not happen out there in the field. C Weber-Pillwax lives and knows what is happening with the people in their lived experience and stated that there is lots of faith in teachers but asks to let us be the leaders in how this is being done. The community knows how to take care of teachers and can teach teachers about the experience and how to teach the history. Process of taking care of 100s of years of damage and the PTSD from residential schools needs to be done by taking off "bite sized" pieces and you cannot "eat the full moose" and you can't change ways schools are run and change the structures
- C Weber-Pillwax was asked for a "bite sized" recommendation for council. Take just indigenous students and go through and make it real here first. Need to figure out how to remain indigenous and not have students lose their integrity if a non-aboriginal teacher affects their being
- C Weber-Pillwax supports but stated this cannot be implemented through in-service and need to support this happening in communities
- There is a need for avenues for further conversation. Need to take to faculty with possibility to go to the ministry to ensure this is not rolling out too soon
- Extra implementation time would be helpful, no rush to finish standards but completed before next election would be preferred
- How does program in one year map new standards onto curriculum, this will also require time
- Blanket exercise popular in schools. Scripted children come home and everyone turns back on children when they get home. Aboriginal people did not turn their backs on their people they would die before doing that and so the damage subtly implies residential school parents turned their back. Negative message
- C Hickson asked C Weber-Pillwax if he could speak to the Dean to request this be added to a Faculty Council discussion and invited C Weber-Pillwax to prepare a "bite sized" piece to frame the document
- It was asked if the in-service could be shared with faculty and to possibly align and learn what teachers are experiencing for the pd
- G Schreiber mentioned it would be very helpful if she could take back stories
- C Weber-Pillwax mentioned that with EDU 100 and 211 the Faculty is ahead of the curve and in a supportive environment it is the best way to learn how to fulfill the calls to action

#### **Review of EDPS 410 sequencing in program and Representation on FEPAC Discussion Items:**

- To be moved to April agenda, in interest of time

#### **Reminder of UAAC meeting schedule**

- Members were reminded that the April meeting is the last meeting of year, as in the past the Council is not able to meet quorum in the months following. Any editorial calendar changes are to be brought to April meeting or they will need to be attended to in September
- Members were reminded to report to groups about the Notice of Motions that will be motions in April and to follow up before the meeting with Bill or Tom with any questions, so they can be addressed at April's meeting

**Adjournment:** L Daniels to adjourn the March 9, 2017 meeting of Undergraduate Academic Affairs Council. Adjourned at 4:02 pm