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)

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:
     o 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
     o 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.
       o 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-Pillwax* (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:
  - 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; 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](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
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 15th
  - 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 14th 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.
Undergraduate Academic Affairs Council
Thursday, February 11, 2016
1:30 – 4:00 pm
533 A Education South
Minutes

Present: W Dunn (Chair for C Hickson), H Kennedy-Plant (Administrator)

Regrets: D Chorney, C Christianson, L Daniels, M Gravel, B Hanson, C Hickson, L Shultz, B Stelmach

Guest: G Schreiber (ATA for M Gravel)

1. Welcome, Introductions and Announcements
   W Dunn announced that he is serving as Chair for the meeting, in C Hickson's absence. Dr. Gaylene Schreiber, was welcomed back as a guest and introduced as representing the ATA in M Gravel's absence.

2. Approval of the Agenda
   MOTION (B Smilanich): To approve the agenda, as circulated. Seconded by: L McGarvey
   4 Abstained, Carried
   - Procedural process questions were raised about the addition of the EPS motion to withdraw and the idea that the motion to withdraw is not a motion category. Questioned if motion to table should have been considered instead
   - W Dunn provided the rationale for including the EPS motion and for the order of the agenda, noting that considerable thought and consultation was done prior to sending out the agenda with the motion from EPS. Governance procedures do not include a motion to withdraw and it was decided to treat it as any other motion. Regarding the motion to table, since the motion came in advance of the meeting and in consideration of transparency of process and concerns raised by a department, it was decided to include it on the agenda
   - J da Costa explained that the motion passed at EPS Department Council and expressed that he would be happy to second the motion and asked if another member would consider presenting the motion
   - It was explained that a Faculty level motion can be challenged at Faculty Council
   - Further questions were raised about the order of agenda
   - It was pointed out that the motion on the table contained 2 motions – one to withdraw and one for wider consultation
   - C Weber-Pillwax stated that the intention of the EPS motion was to communicate the discussion occurring in the department surrounding the topic of the Education Electives Motion. The intent of the EPS motion was to let it be known that there is concern that there was not enough information provided for the rationale in terms of figuring out the future direction of electives and although there was lots of discussion it did not involve many people. Work was well done but arguments were not convincing and there is need to go through and do the alignment to the Curriculum Components which is the basis for the EPS motion asking for a wider process. Overriding the motion will not keep EPS from having questions and discussion because the department believes there are still valid questions remaining. C Weber-Pillwax reminded members that she withdrew her name from the electives working group documents due to not being able to attend the working group meetings.
   - W Dunn mentioned that any motion can be brought forward anytime and a motion to rescind or to reconsider could be brought forward. The authority to set the agenda resides with the Chair but the Chair is subject to challenge, in which case the matter is settled by a majority vote
   - Ongoing discussion on the order of agenda and the motion occurred around the table
   - W Dunn stated that after much consideration and in prior consultation with C Hickson (UAAC regular Chair), his decision as Chair was to keep the order of the agenda as presented unless challenged
W Dunn notified members of the Debate Procedures in the Education Faculty Council (EFC) Terms of Reference about Challenging the Chair (8.6.3) and stated that any member can challenge the chair and should the ruling of the chair be sustained then the issue is put to a vote.

W Dunn entertained requests to change the order of the agenda and spoke to the reasons that the Motion to Withdraw was added to the agenda and why it was ordered in advance of the Education Electives motion. The request to add a motion by members of Educational Policy Studies, as outlined below, was circulated in advance of the meeting and as it directly related to the Education Electives motion on the agenda. Therefore the item was included on the agenda.

W Dunn called for a vote to approve the agenda.

3. Approval of the Minutes of January 14, 2016 (attached)

MOTION (L McGarvey): To approve the agenda, as circulated.
Seconded by: J McFeetors
3 Abstained, Carried

4. Items for Discussion

- Program Renewal Work
  - MOTION (C Weber-Pillwax): Members of Educational Policy Studies request that UAAC withdraw the Electives motion and institute a wider process of consultation.
    Seconded: J da Costa
    1 Abstained, 7 Opposed, Not Carried

- J da Costa shared that his understanding of the work of the electives working group was to ensure that students know which courses they can complete for education electives courses in a timely fashion and to not have to seek course exceptions to meet this program requirement. He also stated that many of the elective courses offered in EPS were not taught by faculty members but by sessionals and graduate students and was uncertain why faculty are not invested in teaching the courses.

- Questions were raised concerning the EPS motion around the impact and issues experienced by students.

- L McGarvey shared that D Kapoor had provided information from EPS departmental discussions which was helpful. L McGarvey responded on the topic of wider consultation. The electives working group used the Curriculum Framework as a basis for decisions but it seemed that the wider consultation that was being asked for was on the Curriculum Framework itself and not on the electives and L McGarvey asked members for clarification if the request for wider consultation was for the framework, or on something different and who should have been consulted given there was quite strong representation from across the faculty.

- J Sousa spoke on behalf of EPS noting that electives were a thread in the department’s minutes. He questioned whether representation and consultation is the same thing and the assumption was that the representation ensured that there was consultation and there is not agreement that was the case. It was not questioning the individuals on the working group but the process and that it wasn't as inclusive and broad as many would have preferred.

- C Weber-Pillwax mentioned that the basis, as she recalled the discussion was that when looking at the analysis of the Curriculum Framework components and the courses used, the analysis of the content did not necessarily align. While there is some claim to objectivity of the analysis it is not sufficient or convincing enough. Points about social justice and foundations and those aspects of what was missing in the undergrad program that became clear in the principles document, the Curriculum Framework outlined those but the review of existing courses does not align with what is contained in the framework and a basis of concern was if those values are not reflected in courses. Hearing arguments around timetabling and scheduling were not convincing arguments to drive decision making. C Weber-Pillwax mentioned that EPS discussions expressed the hope that by taking EPS courses students would orient towards courses that, without being mandated, students may not select. She questioned whether students would take courses with controversial content voluntarily. C Weber-Pillwax stated in conclusion that we haven’t had time to talk amongst ourselves and everyone in the faculty in a way since the Curriculum Framework discussions 10 years ago.

- W Lam mentioned that he sat on the electives working group and looked through course enrolment and rationale as to how many students are enrolled within courses in each department and there seems to be healthy enrolment within EPS courses. W Lam shared that he did not believe it fair to generalize that students won’t take something controversial or in that subject area. Having the elective be any 300 or 400-level courses does allow students to have choice of courses that do fit a course within their schedule to meet their needs and allow students to finish on time.
Education Electives Working Group

- **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
- **Seconded:** T Dust

**1 Abstained, 1 Opposed, Carried**

- J Sousa stated that he did not want to devalue the work of the working group in any way but questioned whether the outcome could be divisive and problematic because it might pit departments against each other just in terms of the process. Data are interesting but based on limited information, over a short time. The issue has been talked about for years but departmental concerns will continue to exist and he believed a vote for this motion would be counterproductive
- C Weber-Pillwax indicated that she would repeat what she had stated for the last motion for this motion as well and wished it could have proceeded in a more collaborative way
- J da Costa stated that he thinks that students will take courses that are challenging and students should be given credit for not shying away from topics that are controversial and our responsibility as faculty and instructors is to help students to understand the importance of those concepts and how they fit within the courses that we teach and students will come to good courses if given the opportunity
- J Sousa discussed concerns around entrepreneurialism and having to ‘sell’ courses and stated this may not be a problem now but it is a potent issue. He raised the topic of adding a timeline of 3 years for the motion at which time it could be looked at again
- L McGarvey responded to the issue of data collection and how the elective component of the program has evolved by reminding the membership that the origins of electives were passed at July 2013 Faculty Council for implementation in 2014. The working group did consider data from 2013 education options as well. It wasn’t until a closed door meeting where it was insisted that an elective be included in the program. The faculty had agreed to an education option that all departments could contribute to. However, there was no consultation on the elective and that unfortunately is what has become quite divisive
- In terms of the elective being any 300-400 level course that turns returns it to the broad consultations in 2005-2008 when development of new program was being done. L McGarvey believed that this was actually in part why the process was consultative and inclusive of all departments. The electives working group was responsible for going back to their department and bringing feedback back to the working group and EPS had group members from the department who brought voices back to the working group and they were listened to and agreed with the analysis that was done by the working group
- C Weber-Pillwax stated EPS department representatives did report back to department and discuss at council meeting and they did know what was going on
- J Sousa stated that there were discussions but questioned whether it was consultation. He inquired what a course like EDPS 360 was referred to before it was referred to as an elective prior to 2014 and L McGarvey stated that they were education options
- J da Costa asked for clarification about when electives entered the program if they did away with education options and if options were limited in the same way as electives were or if they were available from throughout the faculty in the manner that the motion was proposing
- L McGarvey spoke further on the background and shared that prior to 2013 the education option from Secondary was any education course and the education option in Elementary said any 300 or 400 level education course and there were no restrictions on what that was until in 2014 where it became an elective to be selected from a group of courses which were to be determined
- J Pegg clarified that the motion voted on in 2013 implemented in 2014 was that the education electives were a group of courses to be determined in consultation with all departments
- L McGarvey confirmed that this was voted on at Faculty Council in 2013 and implemented in 2014 and the revision introduced the education elective which was described as a course selected from an approved list of education courses. The list of courses to be determined by a cross-department consultation process to determine which electives will be offered each year. There was nowhere that it said that it was to be offered by EPS or any other department. L McGarvey stated that it was supposed to be a narrow list of courses and part of that was due to budget considerations at the time
- J Sousa mentioned that prior to 2014 there was more space in the program for options courses and it made sense that courses were offered by every department prior to 2014 but with the new program there was reduced space and that is a concern and is related to the concerns of the department
L McGarvey mentioned that part of the budget cuts meant a cut to the number of required education credits but as part of that there were two education option courses for both Elementary and Secondary prior to 2014 and when the budget cuts were made one of the education options changed to an education elective and the other education option course changed to an open option where a student can take an education or non-education course, meaning it is hard to say if students are going to take more education options or less education options and we only have one year of data to be able to make that decision and that data is not very accessible but we could look at that but it is not as straight forward as we might like.

W Dunn asked if there were further comments and with none the discussion moved to the vote.

After the vote carried W Dunn mentioned that this was certainly something that a lot of time has been spent on and he provided members with a reminder that members can bring motions at any time. Our program is always a work in progress, it’s always evolving and it is not expected that this is settled forever but quite a while has been spent working on this.

L McGarvey shared that at the bottom of D Kapoor’s feedback on education electives comments he proposed another motion that was regard to open options but this was not passed at the department council.

J da Costa ongoing discussions will occur back at the department.

- **MOTION: (T Dust):** 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. Enrollment 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.
  - **Seconded:** L McGarvey

5. **Calendar Change Documents (attached)**
   - **Editorial Calendar Changes:**
     - Education Students’ Association: Calendar change to update contact information
       - **Motion:** W Lam, **Seconded:** B Smilanich, **Carried**
     - Educational Policy Studies: Course Description Calendar changes resulting from departments review of course descriptions. Updated course descriptions and justifications is attached for EDPS 311, 341, 360, 425, 432, 456, and 474
       - **Motion:** J da Costa, **Seconded:** J Sousa, **Carried**
   - **Other Calendar Changes:**
     - None

6. **Update Items from the Council membership**
   - **Member updates**
     - G Schreiber provided an update on behalf of the ATA, sharing that the ATA Specialist Council invited students to attend the Pre-Service Carousel in January and it was a success and congratulations to the proficiency of our student local was provided to the ESA
     - W Lam will introduce the ESA UAAC member to H Kennedy-Plant via email, as he is heading out to his placement. W Lam was thanked for his contributions to UAAC
     - J Pegg reported that subject area chairs in the Department of Elementary Education recently met to look at gaps identified from the electives working group report, to start coordinating and building upon what is occurring across the courses

7. **Reminder of Agreed Upon Future Agenda Items**
   - Potential presentation: Office of Student Conduct and Accountability

**Adjournment:** B Smilanich moved to adjourn the February 11, 2016 meeting of Undergraduate Academic Affairs Council. Adjourned at 2:38 pm
Undergraduate Academic Affairs Council

Thursday, March 10, 2016
1:30 – 4:00 pm
533 A Education South

MINUTES

Present: C Hickson (Chair), H Kennedy-Plant (Administrator)
C Christianson, B Stelmach, L Daniels, B Dunn, T Dust, S Fairfull, M Gravel, J McFeetors, L McGarvey, J Pegg, B Smilanich, E Steinhauer, C Weber-Pillwax

Regrets: D Chorney, B Hanson, L Shultz, J Sousa

1. Welcome, Introductions and Announcements
   - C Hickson introduced new ESA member, Sarah Fairfull and around the table introductions occurred

2. Approval of the Agenda
   MOTION (L McGarvey): To approve the agenda, as circulated
   Seconded by: B Smilanich
   Carried

3. Approval of the Minutes of February 11, 2016 (attached)
   MOTION (B Smilanich): To approve the agenda, as circulated
   Seconded by: J McFeetors
   Carried

4. Calendar Change Documents (attached)
   - Editorial Calendar Changes:
     o None
   - Other Calendar Changes:
     o Notice of MOTION (J Pegg): New Course: EDEL 470: Bridging Cultures: Diverse Ways of Knowing in Science *3
       Rationale: In science, bridging the gap between western science and indigenous ways of knowing has been inadequately addressed. The course helps pre-service teachers better understand the significance of divergent perspectives and ‘ways of coming to know’ as promoted by recent curricular initiatives in Alberta. The response for this course from both indigenous and nonindigenous students has been positive. This course has been offered as an EDEL 495 for students in the Aboriginal Teacher Education Program (ATEP on an annual basis since 2013 and is planned for future years. Therefore, it is requested that this course receive a permanent course number.
       - J Pegg provided an overview of the Notice of Motion and desire to give the course a permanent number in the calendar
       - During discussion it was asked if the criteria might be to have an Aboriginal instructor teach the course. As well, there was a request for an explanation of the ethnographic approach
       - C Hickson explained that this Notice will come back as a Motion to the next meeting and members were encouraged to contact J Pegg if questions arise which can be addressed before the meeting
       - Inclusion of the GPRC Code of Conduct being included in the course outline was questioned and it was asked if instead it should be exclusively the U of A Code of Conduct that is included. C Hickson confirmed that since it is a U of A course, students are bound by U of A Code of Conduct
• Since short-long range planning is not addressed in the course KSAs, a question arose asking if it should be addressed
• Asked if the ATA Professional Code of Conduct is included in all Education courses, it was confirmed that University policies must be adhered to in course outlines but the ATA is not required. It was mentioned that it is slightly ambiguous in the department procedures and it is included as informational practice
• J Pegg stated that documentation would be revised to address questions that arose during the presentation of the Notice of Motion. Revised documents were emailed to members on March 17th

5. Information items
• New online University Calendar update
  o The new online version of the calendar is live and accessible and members were encouraged to become familiar with the format. The content is there but navigation and appearance is quite different. Members were asked to take request to familiarize with new format back to departments, units, and groups
  o C Hickson shared that there has not yet been direction from University Governance on how calendar changes will be managed. When directions become available they will be shared with members
  o C Hickson explained some of the formatting changes that have occurred in the transition
  o If Calendar changes are done prior to receiving direction, they can be prepared according to past practice
  o T Dust requested that feedback be shared with Calendar team about the difficulty in navigation for high school prospective students on finding the specific groups of subjects for the required 5 subjects (can’t find group A, B…subjects)
  o Asked if there are timelines for providing feedback, C Hickson shared that it is centrally managed and that if there are errors that they can be shared with him or Heather which will enable them to be fed back to the Registrar’s Office

• UAAC May 12, 2016, optional meeting discussion
  o There was discussion on need for the May meeting and availability of members to attend, in order to meet quorum. There was agreement of a need for meeting due to several departments goals to bring agenda items forward to April which require the May meeting to serve the Motions
  o Members were reminded that there are normally two meetings in September and one in October to finalize all the Calendar changes for the 2017-18 Calendar if deadlines remain the same as in the past
  o 11 members confirmed that May 12 works for their schedules and members were asked to hold the meeting in their calendar schedules, in order to ensure quorum will be met at the confirmed May meeting

6. Items for Discussion
• Program Renewal Work
  o None

• Program Issues
  o None

7. Update Items from the Council membership
• J Pegg invited members to attend Elementary Education’s, March 18th Research Expo being held in 464 Ed South, from 1:00-4:00 pm
• M Gravel provided an update from the ATA. A postcard on the Creating a Compassionate Classroom, a new ATA publication, was distributed. As well, members were informed about a collaborative research project and upcoming conference on the topic of Growing up Digital, and a brochure that included details about the research was shared with members
• S Fairfull announced that the ESA Elections are being held on April 6th
• C Weber-Pillwax shared that on March 18th the IEC group would be hosting a gathering, the second TRC follow up event, and the focus would be on how the university can serve aboriginal communities. Members were invited to the event which was to be open for drop ins and located in the 4th Floor Lounge in Education North

8. Reminder of Agreed Upon Future Agenda Items
• Potential presentation: Office of Student Conduct and Accountability – C Hickson spoke about having the presentation and OSCA asked when it might be best to have the presentation to have information and to share. Members indicated April, May or January seem logical

Adjournment: J Pegg moved to adjourn. Adjourned at 2:07 pm
Undergraduate Academic Affairs Council  
Thursday, April 14, 2016  
1:30 – 4:00 pm  
533 A Education South  
MINUTES

Present:  C Hickson (Chair), H Kennedy-Plant (Administrator)
          C Christianson, B Stelmach, L Daniels, B Dunn, T Dust, D Gleddie (alternate for J Pegg), M Gravel, J Sousa, J McFeetors, L McGarvey, B Smilanich, A Wolfe

Regrets:  D Chorney, S Fairfull, B Hanson, J Pegg, L Shultz, C Weber-Pillwax

Guest:    R Parilla

1. Welcome, Introductions and Announcements
   • C Hickson announced that guest Rauno Parilla would be attending the meeting to speak to the Notice of Motion agenda item for a new Free-Standing University Certificate.

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 March 10, 2016 (attached)
   MOTION (J McFeetors): To approve the minutes, as circulated
   Seconded by: B Stelmach
   1 Abstention, Carried

4. Calendar Change Documents
   • Editorial Calendar Changes:
     o Elementary Education – Editorial Calendar Changes to update Social Science Element
       MOTION: J McFeetors, Seconded: L Daniels, Carried

     o Secondary Education – Editorial Calendar Changes to update course deletions in other faculties
       MOTION: T Dust, Seconded: B Stelmach, Carried
       • T Dust explained rationale
       • C Hickson asked for friendly amendment to adapt formatting to have notes at bottom of calendar changes, instead of at top, and to have course names changed to course acronyms for consistency to better align with online calendar format, T Dust agreed

   • Other Calendar Changes:
     o New Course: EDEL 470
       MOTION: J McFeetors, Seconded: A Wolfe, Carried
       • Rationale: In science, bridging the gap between western science and indigenous ways of knowing has been inadequately addressed. The course helps pre-service teachers better understand the significance of divergent perspectives and ‘ways of coming to know’ as promoted by recent curricular initiatives in Alberta. This course has been offered as an EDEL 495 for students in the Aboriginal Teacher Education Program (ATEP) on an annual basis since 2013 and is planned for future years. Therefore it is requested that this course receive a permanent course number.
       • A brief overview of the changes made due to discussions from the Notice of Motion was provided and it was noted that the phrase, ‘ethnographic approach to ways of knowing’ was replaced with ‘Indigenous ways of knowing’
• An ATA statement was removed from the course outline and the Department of Elementary Education will be updating their instructor handbook to follow department, faculty and university policies
• The list of possible readings/texts was updated
• The KSA Checklist was updated to address the Planning KSA to include planning as being minimally covered instead of not covered, in order to be responsive to student request and needs
• ATEP was supportive of the permanent number and success in classrooms with this particular course and shared students positive feedback on the course content
• The Department of Elementary Education and ATEP collaborated on bringing this course to a permanent number
• A question was posed about process of the course outline being submitted and if it must remain the same as it is when passed. It was confirmed that the authority to change texts or update course outlines belongs to subject area teams and the department

○ NOTICE OF MOTION (L Daniels)
  • New Free-Standing University Certificate: Teaching Students with Complex Communications Needs (TSCCN)
    ○ Rationale: Students with complex communication needs (CCN) require specialized supports to promote successful participation and learning as they work to access curriculum and to achieve education standards and their individualized learning goals. Most educators currently teaching students with CCN lack the necessary training and experience to use specialized supports effectively and to successfully teach students with CCN (Costigan & Light, 2010). The free-standing University Certificate in Teaching Students with Complex Communication Needs (TSCCN) is a postgraduate certificate program aimed for practicing teachers, learning coaches, and related professionals who work on multi-disciplinary teams to support the participation and learning of students with CCN. TSCCN’s goal is to make this critical content available to all Alberta educators and to educators and related professionals across the globe via online delivery
    ○ Context/Background: The TSCCN certificate proposal has been developed in response to demand from educators across Alberta and North America for formalized instruction in supporting the communication, literacy, and numeracy development of children and youth with CCN. The certificate builds on the professional development work at the Center for Literacy and Disability Studies at the University of North Carolina, Chapel Hill, and on current research, teaching, and professional development initiatives of scholars at the University of Alberta
    ○ Resource or other implications: There are no comparable programs in Campus Alberta. The tuition is estimated based on delivery costs for online programs being higher than face-to-face programs because of the need for further material development and IT support and maintenance. At $1600 per student/per course (plus future CPI indexed increases), the program is calculated to recover the instructional, administrative, and support costs associated with running it after the first year even if enrolment in a cohort falls to 20 students
• C Hickson and L McGarvey explained that certificates will now come to UAAC instead of Faculty Council in order to support a wider and deeper review
• This 2nd in a group of certificates is intended to increase teacher knowledge and skills for inclusive education work in schools. The topic is of interest to Alberta Education and the ATA and communication has occurred with both bodies as to where knowledge and skills gaps exist. In the blue ribbon panel the attitudes of teachers are supportive of inclusive schools but teachers are lacking confidence in their abilities
• An update was provided on the status of the other certificates which are in various stages of the governance process
• R Parilla provided an overview of the certificate and invited questions
• The certificate will have a focus on severe disabilities and include 5 courses that concentrate on the poorly served students in schools; those with significant communications needs. To provide a context, R Parilla provided Stephen Hawking’s communications needs as an example
• From studies across North America the learning potential can increase when communication issues are addressed and lack of access is unnecessary and can be removed
• Karen Erickson, a leading expert helped create and develop the courses. Finding the right instructors and the outcome of collaboration with an instantly recognizable subject area expert, will enable the certificate to be offered broadly which is important for the sustainability of program and creates a larger population to recruit students from.
A question about how many courses are required for embedded certificates was asked and it was stated that it is variable, whereas free-standing certificates often require five courses but there is not a definitive answer. The 5 courses in this certificate fits within the model for free-standing certificates

L McGarvey provided the distinction between certificates. Embedded certificates are completed as part of the degree and may include courses that are taken as extra to degree, within the degree program. Free-standing certificates are for students who present a degree and result in a university certificate

J Sousa inquired about the free-standing certificate being developed to be entirely online, mentioning that certificate development planning is for complex communications but seems to be using only one form of communication to deliver the courses and wondered how online courses or certificates can meet expectations or outcomes when a fundamentally different learning process is occurring, due to being online

R Parilla responded that he expects that all individuals enrolled in the certificate are working with students with complex communications needs and taking their studies and learning into classroom settings. They will experience practical learning and then refine and move forward. A strength of offering online is that it enables teachers to continue teaching and apply practically in their teaching practice

The certificate is not for teacher preparation but for practicing teachers

R Parilla further explained that because expert instructors are not necessarily all from here that another benefit of offering online is to be able to utilize expertise from all over the world which is necessary, as these are low incidence cases

J Sousa commended the certificate and asked if a future agenda discussion topic could be to consider how are we deciding on online courses versus face-to-face

R Parilla shared that online courses are designed differently than face-to-face, and the certificates are online in order to gain as wide an audience as possible to take the certificates

M Gravel asked about the fees and it was explained that they were based on models that the government and university introduced and that with new government and university administration the funding model will be reviewed and fees may change, as this certificate goes through the university and provincial governance processes. As certificates cannot utilize base funding they currently follow a cost recovery model and it is also in line with US fees

L McGarvey explained that 2 of the 3 certificates currently at the ministry governance stage have the same fees and all work done on the fee models is outside of the work currently done by faculties

R Parilla offered to be available to respond to questions and to speak to department councils

C Hickson stated that the letters of support mentioned in the package must be part of full package when it comes to UAAC as a motion and R Parilla shared that one has been received and the other two are in progress

L McGarvey spoke about the steps in the university governance process and explained that the package must be complete and include calendar changes for the steps beyond faculty governance as these are required for the Sub Committee on Standards and for the Academic Standing Committee

C Hickson requested that the package specify where applications will be directed and establish a thorough process to direct students to appropriate contacts

C Hickson requested that all members ensure that any Notice of Motion materials that comes to UAAC be fully complete and correct prior to being added to the agenda and that all course outlines and materials are to be up to date and in a final state when coming from the department council level when bringing forward to UAAC

Members were directed to take the package to their departments and areas for discussion and invited to contact R Parilla and L Daniels if there are questions

A revised package for the Free Standing Certificate Notice of Motion was circulated on April 14th to members and it included the first letter of support

- **NOTICE OF MOTION (T Dust)**
  - Condensing Science curriculum courses for Science Majors and Minors into one course, resulting in changes to course numbering
  - Rationale and brief overview of changes provided by T Dust to replace 3 courses with one course, as students in all courses take the courses together
  - L McGarvey asked if a similar process could be considered for the CTS areas as well
  - T Dust noted that the majors courses in IPT and the minors courses will still have two course numbers and the individual course numbers will be preserved in case needed in future
L Daniels asked if the course name of specific science courses versus just listing as a secondary science would have implications and T Dust shared that all specialization and course major indicators will remain in the program and the specific major will still be identified.

5. Information items
- C Hickson shared that the release of Winter term grade timelines was shared with Chairs and Associate Chairs via email to remind of the tight timelines for academic standing assessments and convocation processing, as well as for completion of lists for Alberta Education and TQS for certification purposes.
- It was mentioned that it would be helpful if 400-level courses were not scheduled later in the exam time period and C Hickson stated that the schedule and grade reporting requirements were set centrally by the Registrar’s Office.

6. Update Items from the Council membership
- J Sousa provided an update on the program suspension of the BEd Adult Ed route and stated that it was declined at the government level because they do not approve of a 5 year suspension and have asked for a 2 year suspension and then to terminate or reactivate. A meeting is set with Kate Peters and Nat Kav in June to explore options. J Sousa shared a caution and mentioned that if the change was not raised it would have stayed off the radar and remained in the calendar and recommended that when suspending programs in future it is advisable to review all options first.
- T Dust announced that the Department of Secondary Education would be holding their annual year end retreat in a week and with a focus on the undergraduate program after degree minors, admission and program requirements.
- L Daniels shared feedback on the new online calendar format and stated that although the search function is easy and useful for searching, the navigation is problematic for directing to specific content.
- M Gravel provided an update from the ATA. Webinars are occurring across the province and many are recorded and made available on the ATA website. A new PRISM (Professionals Respecting and supporting Individual Sexual Minorities) publication for secondary students will be finished in June and copies will be brought to the September meeting. Unseen Hurts: Understanding Mental Health Issues in Our Schools is a mental health promotional workshop being offered as part of the Creating Positive Classrooms and Schools Series. The ATA Education Trust is funding PD for teachers to access curriculum or research projects and advance their knowledge through $700 awards and details are available on the ATA website. The Diversity, Equity and Human Rights Conference was held in April and Wilton Middlechild provided a moving presentation and an online lesson plan tool on Human rights has been created. A new publication resource for promoting the success of students from Arab immigrant families is now available. It is the fourth resource in this series.

7. Reminder of Agreed Upon Future Agenda Items
- Potential presentation: Office of Student Conduct and Accountability – agreed to attend May meeting
- Calendar change format information

Adjournment: L Daniels moved to adjourn the meeting of Undergraduate Academic Affairs Council. Adjourned at 2:50 p.m.
1. Welcome, Introductions and Announcements
C Hickson welcomed members and around the table introductions occurred. September and October meetings are set to focus on ensuring the calendar processing is done in time to move through university governance in a timely manner and to meet the 2017-2018 Calendar deadlines.

2. Acknowledgment of New Membership and Understanding UAAC Processes
C Hickson provided a brief overview of the processes that are followed by UAAC and shared that the meetings are collegial and we will support each other in learning and adopting the procedures and administrative principles utilized in the meetings.

3. Approval of the Agenda
MOTION (J Sousa): To approve the agenda, as circulated
Seconded by: L Daniels
Carried

4. UAAC Google Site
Members were introduced to the new UAAC Google site. Members will be sent an invitation to the site on September 30, 2016 and future agendas and meeting packages will be shared via the site. The site also includes UAAC policy documents, forms and a calendar of related events. Members were encouraged to share feedback on usability of the site once the begin accessing it.

5. Calendar Change Suggestions
- September and October meetings are set to focus on ensuring the calendar processing is done in time to move through university governance in a timely manner, in order to meet the 2017-2018 Calendar deadlines.
- Although there is not yet a guiding document from Central Governance on preparing Calendar Changes for the governance process, C Hickson recommended that members continue submitting 2 column calendar changes and in lieu of indicating section numbers, which no longer exist, members were advised to use the link to the specific online calendar webpage and "screen shot" the online version, etc.

- The Handbook was provided for reference to both new and returning council members as part of the meeting package and C Hickson briefly provided an overview of the Handbook.
- C Hickson asked that departments keep the council schedule in mind, which is included as part of the Handbook, when working on calendar changes. Submissions to council should be done as early as possible in order to also meet University governance timelines.
- J Sousa asked if a change document, indicating which sections were updated, could be included in future. C Hickson agreed that this can be done.
MOTION (C Hickson): To receive the 2015 – 2016 Undergraduate Academic Affairs Annual Report
Seconded by: J Sousa
Carried
- L McGarvey stepped in as Chair and C Hickson presented the Motion
- Questions arose surrounding the ability to provide feedback for possible inclusion into the Annual Report and L McGarvey mentioned that the Dean’s Office would review the Annual Report process
- J Sousa would also like the committee and the faculty to continue supporting the Adult Education program (which is currently suspended) as a priority
- The General Terms of Reference for Councils, Committees & Boards of Education Faculty Council section 10 on the topic of Annual Reports states, “On July 1st of each year each council, committee and board chairs will submit a written report of their activities of the preceding year. This report will be submitted to the Vice Dean to be forwarded to Education Faculty Council for receipt. (EFC Mar 7 1995)”
- C Hickson agreed to add the Education Electives to the list of priorities

MOTION (J McFeetors): To receive the 2015 – 2016 Field Experience Policy Advisory Committee Annual Report
Seconded by: L McGarvey
Carried

9. Approval of the Minutes of April 14, 2016 (attached)
MOTION (J Sousa): To approve the UAAC minutes of April 9, 2015
Seconded by: M Gravel
Carried

10. Calendar Change Documents (attached)

- Editorial Calendar Changes:
  - Elementary Education – Components of the Program section revision, Updates to Fine Arts, Natural Science and Social Science Elements and Course description update to EDEL 413
    - Components of the Program section update – Motion: L Wiltse, Seconded: J McFeetors, Carried
    - Fine Arts Elements update – Motion: L Wiltse, Seconded: L Daniels, Carried
    - Natural Science Elements update – Motion: L Wiltse, Seconded: J McFeetors, Carried
    - Social Science Elements update – Motion: L Wiltse, Seconded: J McFeetors, Carried
    - EDEL 413 course description update – Motion: L Wiltse, Seconded: J McFeetors, Carried
  - International Office – Certificate in Global Citizenship (Interdisciplinary Certificate) – update to course offerings and additional information
    - Motion: L McGarvey, Seconded: L Daniels, Carried
      - L De Fabrizio provided a briefing on the changes and responded to questions
      - This is an Interdisciplinary Certificate and is open to students from across multiple faculties and content/course offerings are decided upon by these faculties
  - Secondary Education – Course description updates to EDSE 344 to align with last year’s Music Minor change of Class Guitar to Wind Band, Education Chart 1 changes to French and Music Majors and change to Education Chart 2 Music Minor to reflect course changes
    - EDSE 344 course description update – Motion: T Dust, Seconded: L McGarvey, Carried
    - French Major update – Motion: T Dust, Seconded: L Wiltse, Carried
    - Music Major update – Motion: T Dust, Seconded: L Daniels, Carried
    - Music Minor update – Motion: T Dust, Seconded: L Daniels, Carried
      - Concern was voiced that students are being encouraged to take courses from outside of the Faculty of Education to fulfill Open Options in the Music Minor
      - Open Options can be fulfilled with Education or Non-Education coursework and it was noted that there is very little room for students to have this flexibility in their program and for this Minor the limit of *18 credits restricts the ability to include a course with conducting content which is a highly recommended course for Music teachers
      - It was clarified that Education Electives are a separate program requirement from Open Options and they must be met with Education coursework
o USS – CTS (TMT) Minor Note edit, Degree of BEd removal of ancient wording, Medicine Hat College Collaborative Program removal and BKin/BEd Elementary update to language course requirements
o L McGarvey stepped in as Chair and C Hickson presented the USS Motions
  • CTS (TMT) Minor, Note edit – Motion: C Hickson, Seconded: T Dust, Carried
  • Degree of BEd removal of reference to past 1 + 3 program – Motion: C Hickson, Seconded: M Gravel, Carried
  • Removal of inactive Medicine Hat Collaborative Program – Motion: C Hickson, Seconded: J Sousa, Carried
  • BKin/BEd language requirements update – Motion: C Hickson, Seconded: L Daniels, Carried

• Other Calendar Changes:
  o NOTICE OF MOTION (S Carr-Stewart): New Course, EDPS 415: Sexuality, Gender, and Culture in Education
    • C Hickson stated that members are required to take Notices of Motions back to Departments and represented areas and bring any feedback or questions to S Carr-Stewart, in request for the offering Department to provide further information
    • This item will be a Motion at the next UAAC meeting
    • A question about the availability to non-education students was asked, as well as the breakdown of education versus non-education students
    • Questions about the Community Service Learning Component were asked. It was explained that the 20 hours required were extra to regular class work. A question about the course description was asked in regard to if there should be a lab component indicated. As well, it was asked if there were instances when students have not been able to complete the 20 hours during the term and what the implications were in these instances
    • A question was raised (from a general perspective) of courses requiring students to participate in events

11. Information items
  • Motions Carried via e-vote since April 14, 2016 meeting – shared for record purposes to capture in minutes
    o MOTION (L Daniels): New Free-Standing University Certificate: Teaching Students with Complex Communications Needs (TSCCN) Carried – June 1, 2016 e-vote notice to members
    o MOTION (T Dust): Condensing Science curriculum courses for Science Majors and Minors, resulting in changes to course numbering Carried – July 5, 2016 e-vote notice to members

• Members were made aware of timelines for 2017 - 2018 Calendar Submission in order to meet final University approval deadline of November 2016
  o University Governance has notified that all submissions already received by GFC will be posted by Friday, September 30th
  o Friday, October 14th - GFC Regular Calendar Change Submission Deadline for First Draft of 2017-2018 Calendar
  o Friday, October 28th - posting of First Draft of 2017-2018 Calendar
  o Thursday, November 10th - GFC Regular Calendar Change Submission Deadline for Final Draft of 2017-2018 Calendar
  o Friday, November 25th - Posting of Final Draft of 2017-2018 Calendar

  • The documentation from the Education Electives Motion which passed and was carried at the February 11, 2016 UAAC meeting was included in the meeting materials. There is a request to review the recommendations that were included in the Education Electives Document, at the November meeting

13. Items for Future Discussion
  • Direction for future discussion on topic of face-to-face and online courses
  • How is Aboriginal content being taken up across the program
  • How is Technology being taken up across the program
  • Review of EDPS 410 sequencing in program
  • Representation on FEPAC
14. **Update Items from the Council membership**

- M Gravel from the ATA shared multiple updates, including:
  - Teachers to benefit from professional development initiative that has resulted in 6 professional development (PD) consultants being hired by the ATA. The consultants met at Barnett House in September to begin preparations for a $2.5 million project designed to educate all 42,000 Alberta teachers about First Nations, Métis and Inuit (FNMI) history, world views and ways of knowing. The consultants are working collectively on new workshops and presentations and in preparation for ensuring teachers are ready to meet the new draft Teaching Quality Standard. The new workshops will likely begin at Teachers’ Conventions
  - Fall Professional Development Area Conference is November 4th and 5th
  - ATA funding is available through the Association’s Educational Trust and details are available on the ATA website
  - M Gravel announced several current events including Orange Shirt Day and the Beginning Teachers’ Conference, both of which take place in late September. New workshops were also mentioned, as was the Leadership Essentials for Administrators Conference that is scheduled for November 21-22, 2016

- C Weber-Pillwax shared an overview of some challenging issues that happened regarding EDU 211 this summer. Rebel Media had a publicity campaign this summer and comments there and on social media lead to a hate crimes investigation but did not result in further pursuit. There were threats and instructors and grad students are still getting ill and require support
  - Central University administration was asked to state that they supported instructors but this did not occur
  - C Weber-Pillwax thanked C Hickson for visiting and speaking up in support in the EDU 211 classrooms and stated that the Dean spoke in support
  - J Sousa asked why there has been public silence across campus and stated disappointment in faculty leadership, stating that he believes we need to vocalize support and spread awareness of discrimination and express concern for colleagues
  - T Dust asked how and why this is not known around the faculty. L McGarvey will take back to Dean’s Office to ask what support might be available
  - It was suggested that this could be used as an opportunity to raise consciousness about individualized and group racism
  - S Carr-Stewart suggested that University level aboriginal education needs to occur, not just individual courses
  - C Hickson wondering if faculty and staff could take the course to build a deeper understanding amongst staff and colleagues
  - C Weber-Pillwax shared that there is an emotional response and the course content is deep and requires much thought and reflection. It was stated that there is acknowledgement about the importance of aboriginal education and as a whole we might be able to do something – it is not a one sided job
  - DAC retreat about new teaching standards resulted in action items to include a faculty retreat about aboriginal topics and issues that should take the lead from and work with IEC to gain direction and content that can be used to begin a dialogue
  - It was asked if EDU 211 videos of lectures might be able to be shared with faculty and staff to make learning content more accessible
  - C Weber-Pillwax expressed that she is sorry that the instructional team have had to go through this experience and are having to live it and hopes future teachers are taking up the course in much more positive ways

- B Hanson reported on a Status of Climate survey that is almost ready for release and will be shared at a future UAAC meeting and elsewhere
- J Buencamino provided an update that nominations are open for the ESA Elections in search of additional Executives and Commissioners

**Adjournment:** M Gravel moved to adjourn the September 29, 2016 meeting of Undergraduate Academic Affairs Council. Adjourned at 3:45 p.m.
Undergraduate Academic Affairs Council
Thursday, October 27, 2016
1:30 – 4:00 pm
533 A Education South

Minutes

Present: C Hickson (Chair), H Kennedy-Plant (Administrator)
S Bigham, J Buencamino, S Carr-Stewart, C Christianson, L Daniels, B Dunn, T Dust, M Gravel, J McFeetors, L McGarvey, L Shultz, B Smilanich, E Steinhauer, L Sulz, C Weber-Pillwax, L Wiltse

Regrets: B Hanson, J Sousa

- Welcome, Introductions and Announcements
  Regrets were shared. C Hickson welcomed members and as new members were in attendance, around the table introductions occurred.

- Approval of the Agenda
  MOTION (S Carr-Stewart): To approve the agenda, as circulated
  Seconded by: B Dunn
  Carried

- Approval of the Minutes of September 29, 2016
  MOTION (L McGarvey): To approve the minutes, as circulated
  Seconded by: B Smilanich
  1 Abstention, Carried with minor amendments
  - In item 7, J Sousa requested via email in advance of the meeting that the following edits be made to have the following wording replace the existing:
    J Sousa would also like the committee and the faculty to continue supporting the Adult Education program (which is currently suspended) as a priority
  - In item 12. Document for Reference – Education Electives Document, J Sousa asked that the following wording replace the existing:
    The documentation from the Education Electives Motion which passed and was carried at the February 11, 2016 UAAC meeting was included in the meeting materials. There is a request to review the recommendations that were included in the Education Electives Document, at the November meeting

- Calendar Change Documents (attached)
  - Editorial Calendar Changes:
    - Secondary Education
      - Education Chart 3 changes to BSc/BEd Biological Sciences Major/Physical Sciences Minor to reflect course changes
        Motion: T Dust  Second: L Sulz, Carried
      - Updates to Education Chart 2 Science and Second Language Minors to reflect course changes
        Motion: T Dust  Second: L Sulz, Carried
      - Updates to new science curriculum courses (EDSE 355, 356, and 455) to reflect that students cannot be granted credit if they have credit in the old course numbers
        Motion: T Dust  Second: L Sulz, Carried
• Other Calendar Changes:
  o **MOTION** (S Carr-Stewart): New Course, EDPS 415: Sexuality, Gender, and Culture in Education  
  Seconded by: T Dust  
  2 Abstentions, Carried
  
  S Carr-Stewart addressed questions that have been asked since the Notice of Motion was presented at the September UAAC meeting and provided an overview of the past enrolment under the omnibus number. It was confirmed that that the CSL component requires a minimum of 20 hours and the involvement in Pride Week and the Inside Out speaker series were in addition to the CSL component.  
  A question was posed about what happens if students do not complete all content during the term and it was confirmed that to date this has not occurred and it is expected that all content is to be completed in the term.  
  C Hickson recommended that instructor be notified that CSL component be completed in term. Important to not have incomplete coursework beyond the term.  
  A question was posed to ask if it appropriate to have participation in public events with a political focus as part of course requirements and a comment that experiential components can be part of any course was shared with the example provided that classes may bring in guest speakers or require students to attend speaker sessions  
  J Buencamino indicated that the events attendance is separate from the required CSL component and the public events. It was also noted that classes do not occur and students instead attend events and can choose which events to attend.  
  The fee index section of the course description will be updated prior to sending the Calendar change to University Governance  
  In response to questions about the course outline, it was confirmed that new courses do include a review of the course outlines but that course outlines can and do change and the outlines are based on the information that we have at this point in time. Once course descriptions are approved, future Calendar changes for course descriptions do not require submission of course outlines  
  L Daniels recommended that public events be listed separately from CSL in the course outline and S Carr-Stewart confirmed she will take the feedback to K Wells

• Discussion items
  
  o Plan for "Items for Future Discussion" at upcoming 2016-2017 UAAC Meetings: November 24, January 26, March 9, April 27  
  o Group discussion on priorities and decisions on meeting dates for topics occurred  
  o L Daniels recommended that how technology is taken up across the program and the topic of face-to-face and online courses are related. It was mentioned that this topic should be taken up earlier rather than later. The possibility of forming working groups for this and other topics was mentioned and will be taken into consideration when the topics are addressed. L McGarvey suggested there is urgency to this topic. It was agreed to begin these discussions in November  
  o C Hickson requested that Education Electives be a topic for the November meeting  
  o C Weber-Pillwax and E Steinhauer were asked if the January meeting timeline worked for the topic of how Aboriginal content is/can be taken up across the curriculum and they confirmed it did  
  o EDPS 410 sequencing was confirmed as a topic for March  
  o The topic of representation on FEPAC was discussed and it was confirmed that it will be a topic for the March meeting and a possible notice of motion may be included for the March agenda

• Finalized Schedule for Topics for 2016-2017 UAAC Meetings
  o November 24, 2016  
    ▪ Education Electives review of recommendations  
    ▪ Technology across the curriculum (including face-to-face and online course discussions)  
  o January 26, 2016  
    ▪ Aboriginal content across the curriculum  
  o March 9, 2016  
    ▪ Review of EDPS 410 sequencing in program  
    ▪ Representation on FEPAC  
  o It was noted that the schedule may need adjustment according to how the discussions proceed
• Other Items for Future Discussion or Updates
  o Adult Education Program Route Suspension updates from Department of Educational Policy Studies
  o Online Calendar change process, once details are available from Central Governance
  o Electronic Document Records Management System (EDRMS) updates regarding potential build for Faculties student records systems. Currently the EDRMS is only for central student records managed by the Office of the Registrar

• Updates from the Membership
  • L Daniels asked if online courses could be taken by students during a practicum, as an instructor was asked by a student and C Hickson confirmed this was not to be done and recommended that L Daniels follow up with him

Adjournment: to adjourn the October 27, 2016 meeting of Undergraduate Academic Affairs Council. Adjourned at 2:27
Undergraduate Academic Affairs Council
Thursday, November 24, 2016
1:30 – 4:00 pm
533 A Education South

Minutes

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

Regrets: M Gravel, B Hanson

Welcome, Introductions and Announcements
• Around the table introductions were done to welcome guest Dan Grassick who was filling in as the ATA Rep for M
Gravel

Approval of the Agenda
MOTION (B Smilanich): To approve the agenda, as circulated
Seconded by: J Buencamino
Carried

Approval of the Minutes of October 27, 2016
MOTION (J McFeetors): To approve the minutes, as circulated
Seconded by: L Wiltse
1 Abstention, Carried with amendments

C Hickson and W Dunn provided update from conversation with Provost on CSL

Editorial Calendar Changes
• Secondary Education
  o Education Chart 1 changes to Second Languages: Japanese Major to correct course numbering errors
  Motion: T Dust  Second: S Bigam, Carried
  o Education Chart 2 changes to course title to mirror new course title for CHRTC 381 Religious and Moral
  Education Minor. Changes to align minor requirements with Certificate in Catholic Education requirements
  ▪ As the change to align with the certificate would see the removal of EDPS 456 as one of the 5
  options for meeting a minor requirement, it was asked if a discussion occurred with the
  Department and it was confirmed that discussion had not occurred
  ▪ It was noted that EDPS 456 is not offered regularly
  ▪ Course title change is editorial and approved and remainder of motion, pertaining to alignment
    with the Certificate in Catholic Education will be taken back for Department conversations with
    EDPS and brought as motion in future
  Motion: T Dust  Second: L Daniels, Carried
  o EDSE minors’ curriculum course changes from pre-requisites to pre/co-requisites
  Motion: T Dust  Second: J Sousa, Carried

Calendar Information
• There have been a few instances where Online Calendar transcription errors have been identified and in working
  with the Registrar’s Office the edits were applied when the information was provided. If errors are discovered that
  may have been data entry errors when the online calendar was created, if verified, they may be able to be
  corrected as editorial, with no need for submission of a formal Calendar change
UAAC Discussion Topics
Education Electives Review of Recommendations and Discussion

- The UAAC Google Site was updated to include several documents for the discussion and paper copies of several documents were brought to the meeting, and an additional handout from J Sousa was distributed at the meeting.
- An overview of the Education Electives Working Group work and the motion that passed in January 2016 was provided and the request to review the recommendations that came about from the working group’s report was mentioned as leading to this discussion topic and explained as being not to change the recommendations but to monitor and decide if any action is needed.
- An overview of the handouts was provided.
- Recommendations from the report were used to begin the discussion with the understanding that the recommendations were not intended to be changed but to discuss, monitor and decide if any action is needed.
- A question of the definition of elective was asked of the working group and it was explained that any education course could be seen as an education elective.
- INT D 404 is offered through Educational Policy Studies (EDPS) and can be an education elective but it was noted that many students who enroll are not education students.
- It was stated that space in students programs to complete electives is an issue.
- Summaries of Undergraduate Program handouts were provided and addressed by W Dunn.
- W Dunn mentioned that there has been discussion about where new EDPS faculty members can contribute within the program framework.
- There are a number of items occurring around the faculty to address Ed Electives recommendations and Associate Chairs were invited to share.
- L Daniels spoke for the Department of Educational Psychology (EDPY) and mentioned she was also on the electives working group. EDPY offers between 10 and 15 electives and they have increased how many are taught by faculty members. Popular courses are in the area of special education. Gaps identified by the working group are now being addressed and the department is pleased to see how this is going. EDPY temporary course numbers are struggling to get numbers this year.
- C Hickson mentioned that there are 600 less undergraduate students than 3 years ago and there is a trend towards seeing more direct entry students each year and these factors do impact enrollment, especially in 300 and 400 level coursework.
- S Carr-Stewart shared that having fewer students has an effect on EDPS for required and elective course enrolment. Less EDPS 410 students requires less staff/faculty. The Department eliminated offers extended to sessionals in order to have faculty teach 410. This year only 2 sessionals teaching 410, rest are faculty. 50% fewer students taking electives than last year. Ensuring that faculty have appropriate teaching assignments has become difficult.
- L Wiltse shared that a complication in monitoring for Elementary Education is that EDEL courses can be taken as ‘required’ courses or electives. The Department considers it important to look into recommendations and is doing analysis of courses elementary students are taking. For the working groups recommendation number 6, that the department determine appropriate ways to limit number of students choosing 3XX and 4XX EDELs, limiting through enrollment management and limiting the number of offerings. This is being managed with manual enrollment and scheduling of a minimum number of courses. Students need background on areas they will be teaching and this is taken up in EDEL courses. Children in schools spend a majority of time on literacy and preparation for students in only one EDEL 3XX course and many students are taking a 4XX EDEL in this area.
- T Dust mentioned that Secondary Education does not offer electives courses during fall/winter and only offer them in spring/summer and even then, not many. EDSE 401 often taught in conjunction with 501 and based on subject area studies.
- W Dunn stated that an Associate Chairs standing meeting could be arranged to meet recommendation number 4.
- Core EDU courses and required courses in IPT/APT are not always causing a conflict and should be removed from being considered timetabling conflicts when monitoring education electives.
- C Weber-Pillwax shared concern that students are unaware of knowledge systems and this is not going to be resolved with a lack of courses that examine ways of learning about people and without being covered in required courses. There remain gaps from the old program that are being maintained in the present framework including topics of social justice, history, and in the field of EDPS courses which were covered in the former area of Educational Foundations and it is not clear where and what students are picking by saying they can have choice in selection of electives. We are not being leaders in determining what they need to take to become aware and to learn to have other ways for looking at the world. Concern lies in not upholding responsibility to students and there is need to go back and examine gaps.
- J Sousa shared that the EDPS Department has concerns about space and leadership for quality and equity across faculty on knowledge systems and also expressed concerns about the enterprising nature of course selection. He stated this was why he saw a need to request to have a sunset clause when the report was initially presented, to force revisiting of the recommendations. The complexity is daunting but important not to relinquish looking at value that all departments can bring to the program offerings. There appear to be 15 new course offerings that were not offered in...
Discussion on the Motion continued before the vote

- C Weber-Pillwax asked if something will be done to continue to think about electives. New faculty members are wondering what they can teach. What ways can be drawn upon to inform students to look at what courses are needed to be well prepared. EDPS lots to offer to have students prepared to work in schools
- W Dunn addressed that there is current work being done on the topic of what school jurisdictions are seeing as the needs in schools and these include focuses on English language learners and cultural diversity in schools, inclusive education and special needs, Indigenous culture, and early childhood education
- L Schultz discussed a need to talk across departments to understand what faculty members areas of expertise are and everyone should teach about diversity but when there is expertise in that area it should be known
- L Wiltse stated we have a large faculty with several departments and there are separate language and literature courses. She suggested that content coverage does not have to be either or issues and that diversity and social justice may enter into all courses when they are not covered in a specialty area. Through collaboration and understanding there is need to have integrated ways to have coverage
- S Carr-Stewart shared that quality and expertise of faculty members in EDPS should be utilized. Meetings are welcome with Associate Chairs to continue discussions
- C Hickson noted that initial cuts to reduce course offerings was due to not being able to financially support course offerings in the former framework. Not losing more students. Could not afford to run all classes. Had to conform to budget and the program is not continuing to get smaller but maintaining
- Recommendation number 4, “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,” will be topic of further conversation and brought back to this table

Technology across the curriculum (including face-to-face and online courses) discussion

- ESA surveyed students to inform the discussion and bring the student perspective. Technology is being used in almost every class in the faculty but not always to the fullest extent. Students like lots that technology provides, including affordability of course materials and visuals. Some would like to see it enhanced for example with increased access to Smartboards. Technology could be used in more applied or meaningful ways. For example, instead of materials focused just on what happened in class, utilize more eClass features. Calendar in eClass to track what is going on. Instructors model the bare minimum because students have to use and understand in classrooms. Going beyond PowerPoints. Online courses very different from each other from being a recorded class to being engaging in more meaningful ways.
- W Dunn important to know what do we mean when we are talking about technology. C Hickson reminded not long ago the TV and VCR were considered classroom technology. Defining will be important
- Blended and online pedagogical conversations need to occur. EDPY 304 blended IDQs dropped ½ point. Research tends to show that this is common.
- EDU 210 Technology in Education is developed by EDPY but being taught out of Technology in Education and with Janet Welch and Sherri Fricker leaving the Faculty and there will be 3 instructors running the course. L McGarvey explained the desire to have a working group for 210 and to also bring back tech learnings for benefit of all faculty. UAAC Proposal to strike a working group from each department in terms of needs to integrating technology with the group having a contact from each department and an undergraduate student working with the 210 instructors
  - Motion: (L McGarvey) UAAC strike a working group to address technology integration across the undergraduate program. Second: (S Bigam and J Buencamino). 3 Abstentions, Carried

Discussion on the Motion continued before the vote

- J Sousa questioned if this will be an advisory group to the Technology Advisory Board (TAB) then why will UAAC monitor in terms of provincial standards meeting TQS (at least current draft) and asked if there will there be terms of reference
- It was shared that the working group would work with instructors in 210 who now do not have a lead
- W Dunn asked if TAB knows and it was mentioned that they are generally supportive and that information about membership and selection will be shared with departments and tasks will be outlined. TAB would be willing to participate
- If there are resource implications will the working group know
- J Sousa stated there is a need to consider how we measure or understand what is happening in classes and what is happening in KSAs looks different and seems more face to face oriented. Distinctions need to be recognized and address how all modalities relate to the KSAs
- C Weber-Pillwax stated that technology is ongoing with teaching and learning and we need to do it well. However, our approaches to the world and what percentage access technologies needs to be considered and we do not live that way and contemporary citizens need to consider Indigenous peoples and knowledges and there is need to
understand how they live as integrated beings. Important to acknowledge the human aspect of technologies in EDU 210

- D Grassick suggested that the definition of technology is important and hard to do. There are new TQS talks about what the teacher would do. Instructional, organizational co-creating technologies…students seem to desire instructors to be more engaging and model reflective practice. The ATA research on Growing Up Digital also looks into the human aspects of teaching

- A Wolfe shared that in ATEP the use of technology may be done out of necessity and not always preference. Asked all to remember teaching is a human connection and must be relational. Can’t be passive in teaching because teachers can’t be passive

- W Dunn mentioned that colleagues from TAB are a critical element of the process and he is confident the new group being struck will be beneficial to the review of technology integration

- C Christianson shared that students have lives beyond just being student and having online and blended delivery options can include a set of students that may otherwise be excluded, if offerings are narrowed to only face-to-face delivery

- J Buencamino shared that she currently has 3 jobs and a full course load and accessibility provides a balance and she believes she is already good at human connection but feels she needs to know the practical aspects of teaching

- L McGarvey will report back on working group

Schedule for Upcoming Topics

- January 26, 2016: Aboriginal content across the curriculum
- March 9, 2016: Review of EDPS 410 sequencing in program, Representation on FEPAC

Other Items for Future Discussion or Updates

- Adult Education Program Route Suspension updates from Department of Educational Policy Studies

Adjournment: L Daniels to adjourn the November 24, 2016 meeting of Undergraduate Academic Affairs Council. Adjourned at 4:00 pm