



# UNIVERSITY OF ALBERTA FACULTY OF EDUCATION

## 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

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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:
      - Elementary Education – Editorial Calendar Changes to update Social Science Element  
**MOTION:** J McFeetors, **Seconded:** L Daniels, *Carried*
      - 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:
      - 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 2<sup>nd</sup> 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 of 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 14<sup>th</sup> 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.