1. Land Acknowledgement by Dr Sam Rocha

2. Approval of agenda

3. Approval of Department Minutes
   a. November minutes
   b. December minutes

4. Education Library Report (Wendy Traas)

5. Topics for discussion/decision
   a. Head’s report (Mona)
   b. Deputy Head report (Lesley) — no report
   c. GA-GCC joint report (Tom & Claudia)
   d. Operations report (Shermila) — no report
   e. GAA report (Yotam)

6. Announcements
   a. Update on ALGC 50% Lecturer/Program Coordinator Search (Tom)

7. Forum Discussion

Next Meeting: Thursday, February 18th, 2021 at 12:30 pm.
Department of Educational Studies

Department Meeting Minutes
Thursday, November 19th at 10:30am to Noon [Zoom]


Regrets: N/A

Absent: K. Regmi

On leave: V. Andreotti, M. Marker, L. Roman, F. Wang

Dr. Lesley Andres acknowledged UBC-Vancouver presence on the traditional, ancestral, and unceded territory of the Musqueam, Selish and Tsleil-Waututh people.

1. Approval of agenda – agenda approved.

2. Approval of minutes (October 15, 2020) – minutes approved.

3. 10:40am Presentation on “Indigenous Education Initiatives”, “Indigenous Strategic Plan.” (Dr. Jan Hare) – spoke on the Office of Indigenous Education and some of the work they’re moving forward and perhaps the opportunities that it creates.

**UBC’s Indigenous Strategic Plan:** this plan was launched Fall 2020. This framework was established based on the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) as a guiding framework for faculties to develop plans.

The University's Indigenous Strategic Plan Implementation Committee developed a performance measurement framework to help measure outcomes and impacts that are and the ways that we are perhaps being responsive to the indigenous strategic plan.

**Indigenous student recruitment, retention and success:** This has been our priority over the past years in regard to NITEP and Graduate programing.

**New Pathways to Teacher Education:** We have developed a range of pathways in NITEP, one being the professional certification in communities. We are now offering our professional certification in the Cariboo right now with 16 indigenous teacher educators. We have a post degree specialization—Indigenous students who have a degree will take a specialization over a course of four months.

**Masters in Indigenous Education:** Over the last five years, we have offered five Indigenous master's cohorts. Working to promote cross-faculty relations whereby students can enter through departments. This will create new opportunities for new Indigenous coursework.
EdD Programming: Over the past 5 years, a total of 5 cohorts have been offered supporting over 70 Indigenous graduate students. There is talks of a potential EdD program that will focus on transforming Indigenous education. More information is forthcoming.

Indigenous Education Institute: We now have an existing space to use as a research and mentoring space as well as a space that supports networking and collaboration for students and faculty. But want to look at where we could possibly go with that.

Indigenous Curriculum on Enhancement Projects: Funding is provided in the amount of up to $3,500.00 for 12 projects to really amplify Indigenous perspectives in both Graduate and Undergraduate programming across departments and units.

4. Education Library Report (Wendy Traas)

Please see the Ed Lib report included in the meeting package. The New Downtown Eastside Research Access Portal (DTES RAP) is a project led by the UBC Learning Exchange in partnership with UBC Library’s Irving K. Barber Learning Centre. This will provide access to research related materials relevant to the Downtown Eastside. It was developed in consultation with residents in the Downtown Eastside and community organizations. This is an opportunity for open access information about and for residents of the Downtown Eastside.

If you have any questions on LOCR resource, reach out to Wendy at wendy.traas@ubc.ca or education.reserve@ubc.ca. In preparation for the new term, please give Copyright and Permissions 3-5 weeks to process your request. Also, Syllabi can be submitted to syllabus.service@ubc.ca or uploaded to LOCR.

5. Topics for discussion/decision

a. Head’s report (Mona Gleason)

Please see the Head’s report included in the meeting package. No questions arose. Workday has now launched to replace OPT. Plenty of online assistance is also available at https://irp.ubc.ca/training.

b. Deputy Head report (Lesley Andres) – No report.

c. GA-GCC joint report (Claudia Ruitenber & Tom Sork)

Please see the GA-GCC joint report included in the meeting package. No curriculum change proposals were considered but several will be brought forward for the December meeting.

More information forthcoming from the Grad Council on the increased minimum funding for PhD students.

EDST has made available emergency funding (tuition awards) of max. $1,000 per student, for those students delayed in their programs due to the COVID-19 pandemic. More information can be found at https://edst.educ.ubc.ca/current-students/funding/.

Students have reached out with the request to have access to more detailed information about course content early enough to inform their decisions about course registration. This will be
discussed at GPACC and a proposal will be presented to the department once we’ve reached a solution to this.

The PhD Management Committee was asked to consider whether EDST should offer a part-time PhD option. This is in response to the G+PS decision to increase the minimum funding guarantee for all PhD students who started their program in September 2018, or later from $18k to $22k per year effective September 2021. In order to reach an informed decision about potentially admitting part-time PhD students, we need to:

- Be open to listening to all sides of the argument and think carefully about not only the students that we’re serving now, but the students that we could be serving, that we might not be serving because of the way things are structured at this point.
- Look at other universities that offer this option inquiring on how it’s played out and what are some of the challenges

d. Operations report (Shermila Salgadoe)

Please see the operation and innovation budget report included in the meeting package. Workday is live and here is the link to tutorials designed for faculty/staff: [https://wpl.ubc.ca/](https://wpl.ubc.ca/). Faculty were encouraged to get familiarized with the numerous functions on Workday as that will help ease the Staff workload.

e. GAA report (Yotam Ronen)

Please see the GAA newsletter included in the meeting package. The GAA is planning a few series of workshops and themes for the next term and encouraged faculty to reach out if they have any ideas and workshops they may want to run.

There is an upcoming joint conference presentation workshop by Dr. Amy Metcalf and two PhD students.

The GAA now holds regular meetings with all student representatives which has been fruitful as it has created opportunities for a more collaborative space and allows for everyone to get a glimpse of what’s happening with other committees. The GAA has hosted two student café events, which were pretty successful. The focus is less about professional development for the department, but more about the mental health and the well-being of students.

6. Announcements

Opportunities for engagement in Early Childhood Education by Dr. Laurie Ford and Shannon Bredin:

ECE is a faculty wide programme, it is not housed in any one department. Therefore, working together collaboratively around programmes and on early childhood at UBC is always of priority. The engagement and involvement of all faculty within the Faculty of Education is vital to this process.

More information forthcoming on the upcoming projects and more ways you can be involved with ECE. Reach out to Dr. Laurie Ford at laurie.ford@ubc.ca
Update on ALGC Search - Tom Sork, Committee Chair

The application deadline was November 15th and we received 27 applications. The Search Committee includes Tom Sork (Chair), Claudi Ruitenber, Alison Taylor, Carolina Palacios and Jola Berkman who is serving as a student representative. The goal is to have presentations from the shortlisted candidates in January and to have a final decision by the end of January.

Reach out to your students & seek Claudia, the Grad Advisor for counsel on any issues.

We have put in place a few things to meet our students needs and concerns. For instance, the increased EDT emergency funding, which is specifically intended for students who will be delayed, who have therefore incurred additional terms of tuition. This could be due to various reasons including job loss, additional time looking for other work, child care, elder care, like a lot of other circumstances, as well as people's own mental health.

For Indigenous students, there is a regular virtual SAGE gathering once a month in addition to other events with a goal of providing a safe circle to share and provide support. Please direct them to SAGE and or contact Dr. Maggie Kovach for more information.

Meeting Adjourned at 12:05 p.m.

Next Meeting: Thursday, December 10th at 12:30pm
Department of Educational Studies

**Department Meeting Minutes**

Thursday, December 10th, 2020 at 12:30 to 2:30 pm [Zoom]


**Regrets:** A. Abdi

**Absent:** N/A

**On leave:** V. Andreotti, M. Marker, L. Roman, F. Wang

Dr. Garnet Grosjean acknowledged UBC-Vancouver presence on the traditional, ancestral, and unceded territory of the Musqueam, Selish and Tsleil-Waututh people.

1. Approval of agenda – agenda approved.

2. 12:50 Education Library Report (Wendy Traas)

   No report. Contact Wendy at [wendy.traas@ubc.ca](mailto:wendy.traas@ubc.ca) if you have any questions.

3. Topics for discussion/decision

   a. Head’s report (Mona)

   Please see the Head’s report included in the meeting package. No questions arose. Congratulations André Mazawi who will be stepping in as the new EDST Department Head; Dr. Margaret Kovach, whose appointment in EDST at the rank of Professor has been confirmed; and Dr. Handel Wright for his appointment to a for his recent appointment as Senior Advisor to the President on Anti-Racism and Inclusive Excellence.

   b. Deputy Head report (Lesley)

   Please see the Deputy Head’s report included in the meeting package. No questions arose. Course scheduling for 2021/20 is now complete as it can be at this point the summer and winter course schedules have been distributed to program coordinators and committee chairs for confirmation. Many thanks to Shermila for the work she had done on this year’s course schedule.

   c. GA-GCC joint report (Claudia & Tom)

   Please see the GA-GCC joint report included in the meeting package. Faculty is encouraged to reach out to their students, especially now with the email reminders being
sent out about program extension and candidacy extension requirements. This is a particularly challenging time to students, and one way to help is by proactively reaching out to students and inform them about the leaves of absence and extension requests.

GPACC discussed the likely increase in minimum financial support for PhD students effective September, 2021. We noted that the PhD Management and Admissions Committee is discussing the implications of this for admission offers and whether or not we should consider seeking approval for a part-time PhD option. It was noted that four of the 12 PhD programs for which a part-time option has been approved are in the Faculty of Education.

There were two motions put forward for approval and both were passed by majority vote: 1) Guiding Principles and Processes for Faculty Membership in EDST Program Areas (ALE, EDAL, HIED, SCPE) and 2) Program Area Specific Programs (MEd, MA concentrations, Certificates and Diplomas); and the ALE Category 2 curriculum change to remove from Calendar the reference to TQS capstone requirement for ALE M.Ed program. Both passed by majority.

d. Operations report (Shermila)

No report.

e. GAA report (Yotam)

Please see the GAA newsletter included in the meeting package. The GAA has had success with the M.A. meetups and more sessions will be facilitated in the next term. They are informal spaces for M.A. students to meet.

As the summer process of proposal writing for grants consumes a lot of the students’ time (longer than the preconceived timeline of two to three weeks), the GAA plans to put together a series of workshops to support students by guiding them through this process from publications, to conferences and getting references. This will be a robust undertaking, but one that we ought to take into consideration to support the students' needs.

Faculty was encouraged to reach out to their students, and students to faculty as it’s best for both parties to be proactive in this.

4. Announcements

a. Online Theory & Methods Module (Deirdre)

This is a great resource for students as well as faculty members in this era of online teaching. The online module library report distributed at this meeting is a detailed table of content to be used for reference.

Deirdre will publish a table of content for each module, respectively, and shared with faculty over canvas once completed. More information on this is to follow.

There was a raised concern on academic freedom and the role the department has in representing particular forms of knowledge in regards to hosting these modules on the Faculty’s webpage versus the Department’s. What knowledge is being selected and which ones are excluded, and what is the Department’s role in this selection? were among the questions asked. A proposed solution to making
this more transparent was to revise the current system in place and build a clearer system, one that outlines why certain colleagues were selected to present certain modules, what processes were used to determine participation and so forth. A colleague pointed out that, despite this concern, if the modules were not offered as a Department-wide resource, this would also have caused concerns.

b. Update on ALGC 50% Lecturer/Program Coordinator Search (Tom)
After reviewing the received 27 applications, we came up with a long-list of 10 candidates. An email has been sent informing them that we will be reaching out to their referees. The selected candidate will be expected to work from campus once the university roles out the plan to do so. The goal is to have a short-list before Christmas so we can schedule presentations during a week in January, preferably the week of January 11th. More information to follow.

5. Forum Discussion
Thank you to Sharon Stein for presenting at the Anti-Racism Series Session in December, and to Alison Taylor for organizing this. We’re looking forward to the planned Sessions for Term 2.

Meeting Adjourned at 12:05 p.m.

Next Meeting: Thursday, January 21st, 2021 at 12:30 pm.
EDUCATION LIBRARY
MONTHLY REPORT | January 2021

Instructional Update

EDUC450: Researching for Inquiry During Winter Term 1, Education Librarians led 17 blended Researching for Inquiry sessions for approximately 410 teacher candidates in EDUC450. Through the completion of an Inquiry module in Canvas and a live discussion with a librarian, teacher candidates explored evaluating and selecting information sources, developing inquiry questions and library search strategies.

These sessions are still available during Winter Term 2 should you wish to schedule one. If you are teaching EDUC451 for a cohort who has not already completed the Researching for Inquiry module, please contact Emily Fornwald to make arrangements.

Gearing Up for Practicum During Winter Term 2, Education Librarians will be providing support to teacher candidates through the Gearing Up for Practicum program, a collaboration with Learning Design Manager Yvonne Dawydiak. Available from January to March, this program provides teacher candidates with the opportunity to sign up for individual and small group consults during which librarians share recommended classroom learning resources and guide teacher candidates in selecting and evaluating resources for their practicum planning.

More information and a link to register are available here: https://scarfedigitalsandbox.teach.ubc.ca/events/event/gearing-up-for-practicum-5/. Please share this link with interested teacher candidates and contact Emily Fornwald with any questions.

NEW: Graduate Library Research Strategies Module Education Librarians are pleased to announce a new library research strategies module for graduate students. The self-directed module covers basic and advanced search skills and strategies for library research. Education Librarians are available to facilitate interactive workshops along with the module for research methods courses. Check out the Graduate Student Library Research Module here: https://canvas.ubc.ca/courses/4201

Graduate students in all departments are invited to a Library Orientation session with Wendy Traas.
Thurs, Jan 28, 2:00-2:45
Register here: https://libcal.library.ubc.ca/event/3593319

Send us your book suggestions!

The end of the fiscal year is approaching for the Library, and we are focusing on collections for the month. Do you have a recommendation for new books for the Education Library? Get in touch with your librarian with your requests. While we may purchase electronic and print books, we are prioritizing electronic books at this time for accessibility.

wendy.traas@ubc.ca    emily.fornwald@ubc.ca
Head’s Report to EDST Department Meeting on January 21, 2021
12:30pm to 2:30pm

Mona Gleason (submitted on January 8, 2021)

*Note: Dept meetings currently held online due to UBC CoVid-19 restrictions

**Community News**

1. Welcome to 2021! I join all of you in hoping that this year brings better news on the CoVid 19 front. As we continue to be entirely online, I will update you as soon as I hear about whether our summer term will also be online this year.

2. We welcome a new staff member to our community this month: Dr. Tony Edwards, who will be our new EdD Academic Coordinator (part time). Tony will be working with Garnet Grosjean as he transitions into the role. Welcome Tony!

3. Please join us on January 28th at 2:00pm for a talk by Dr. Paul Bennett, Adjunct Professor, Faculty of Education, St. Mary’s University in Halifax, on his new book, The State of the System – A Reality Check on Canada’s Schools (McGill-Queen’s University Press, 2020). The details of the Zoom session will be forthcoming.

4. Our next session in the Responding to Racism series: Dr. Kogila Adam-Moodley (Emeriti, EDST) will present on her new book, Race, Culture, and Politics in Education – A Global Journey from South Africa (Teacher’s College Press, Columbia University, 2020) on February 11th from 2:00 to 3:30pm. Zoom details will be sent out via email.

**New and Ongoing Business**

Since our last Department meeting on December 10, 2020, new and emerging issues for follow up at this point include:

- The Office of Research in Education (ORE) announced a second round of Incubator grants to be adjudicated in the Departments/School this term. The details of this funding opportunity, focused on supporting faculty research and student research assistantships, were sent out via email earlier this month. If you are eligible, please consider applying in order to support our students.
- Discussions at the Heads and Directors meeting regarding the Merit process for 2020. The University and the Faculty Association are currently in discussions and no decisions have been made on how to proceed with merit in the context of CoVid yet. I will keep the Department posted on new developments. Our next meeting with the Dean and Associate Deans is on January 19, 2021.
- Equitable process for the development of online courses in EDST. Along with members of HAC, I’ll be working on a process to enable the development of new online courses that takes into account equity and
need across programs and areas, our budgetary constraints, and teaching loads. This is a discussion that will likely also come to GPACC for discussion.

- Description for our new position in **Equity-focused Educational Leadership in a Global Context**. While the position will not begin until July 2022, it is not too early for us to begin to plan our job description. I’ll work first with colleagues in our EDAL program area before bringing forward drafts to the plenary over the next months.

Department Forum: open for discussion on issues of importance to us.
Joint Report
of the
Graduate Advisor and Graduate Curriculum Coordinator
January 21, 2021

From the Graduate Advisor—Claudia Ruitenberg

- I am working with Carl Luk to move the EDST Student Handbooks, which are currently .pdf documents, into direct online text in an A to Z format. After this, we will move the Program Procedures (aka Steps to Graduation).pdfs to direct online text. If there is any information not covered in the current documents that you think should be added, please let me know.

From the Graduate Curriculum Coordinator—Tom Sork

At the GPACC meeting on January 7, we:

- Discussed a draft “guide” to the process involved when students at UBC-V wish to enroll in courses offered by UBC-O. Further refinements were suggested which have been incorporated into the attached Guide to Registration of UBC-V Students in UBC-O Courses which is provided for information for faculty and students. This will be posted to the EDST website and updated whenever the process changes.
- Discussed and approved a revised version of a policy for ensuring that information about course content is made available to students for course selection and planning purposes. See action item below.
- Discussed and approved a revised version of our Policy on Proposing and Offering EDST 565s, 583s and 508s designed to better align the proposal and review process with workload planning and course scheduling. See action item below.
- Approved two minor Calendar changes to remove reference to a TQS requirement that was eliminated in 2019. See action items below.
- Discussed and endorsed a proposal for a section of EDST 565 for Summer, Term 1, submitted by Amy Metcalfe, under the title “Educational Environments.”
- Received an update from the PhD Management and Admissions Committee on its discussions about a part-time PhD option. This will be taken up in more detail by GPACC in February.
- Policies approved for action by the Department:
  - Policy on Providing Course Information for Students (New)—attached.
- **Policy on Proposing and Offering EDST 565, EDST 583, and EDST 508 Courses (Revised)**—attached.

- **Curriculum changes approved for action by the Department:**
  - HIED MEd, Category 2 curriculum change. Remove from *Calendar* the reference to TQS capstone requirement—attached.
  - EDST MEd, Category 2 curriculum change. Remove from *Calendar* the reference to TQS capstone requirement—attached.
Guide to Registration of UBC-V Students in UBC-O Courses
(Approved by GPACC, 7 Jan 2021)

Background
UBC-Vancouver and UBC-Okanagan are legally part of the same institution, but have separate registration systems. Students at UBC-Vancouver who wish to take courses at UBC-Okanagan should follow the steps below:

1. Determine that the course is open to UBC-V students and whether there are prerequisites or other potential barriers that might prevent enrolment.
2. Seek approval to include the course in your program of study by providing your advisor/supervisor with the course title and description and a brief rationale for including the course in your program.
3. At the same time or immediately following approval, submit a completed Authorization and Registration form to your advisor/supervisor. Note that this form must be received by UBC-V's Faculty of Graduate and Postdoctoral Studies six weeks prior to the start of the term of enrolment.
4. The advisor/supervisor then forwards the form with a message confirming their approval to the department’s Graduate Advisor for signature.
5. Once signed in EDST, the form will be sent to the UBC-V Faculty of Graduate and Postdoctoral Studies where it will be signed and forwarded to UBC-O for final approval.
6. When all approvals are obtained, you will be notified that you are registered in the course.

UBC-O students should follow a similar process on their campus if they wish to enrol in UBC-V courses. The form to be used by UBC-O students can be found at this link.
Policy on Providing Course Information for Students
(Approved by GPACC—7 January 2021)

Background
EDST students have asked—through their representatives—for more information about course content prior to registering in courses. Because the university Calendar and the course schedule on the EDST website only provide course titles, students have little information about content to help them make registration and longer-term planning decisions.

Over the years, we have made several attempts to address this need but these efforts have not been particularly successful or sustainable. Department staff attempt to collect course outlines from faculty who are teaching each term but have limited success. Even those outlines that are collected are filed in locations not accessible to students. In addition, there is some concern among faculty that making course outlines publicly accessible may result in “theft” of their intellectual property (IP).

The Process
Each faculty member teaching in EDST will prepare a brief description…a few paragraphs but no more than one page…of each course they are scheduled to teach. These descriptions might be excerpts from previous course outlines. Ideally, each description will contain information that does not vary much from one offering to the next, can be updated easily when needed, and safeguards the IP rights of faculty. For those who prefer a “fill-in-the-blank” approach, a template is attached that can be used to provide basic descriptive information about a course. For those who prefer a “free-style” approach, a sample is attached that contains similar information (thanks Claudia!). The important thing is to provide students with basic descriptive information about the courses you will be teaching.

As part of the course scheduling process that begins each Fall, faculty will be expected to provide the EDST Web Coordinator with a description of each course they are scheduled to teach during the coming academic year. The Web Coordinator will provide a direct link from the course listing in the tentative course schedule to the description so that students need only click on the link to open the description. A notation will be added to the listings of scheduled courses that students should contact the instructor directly if a link to the course description is missing.

Deadlines for providing these descriptions to the Web Coordinator are:

- **December 1** for Summer Session courses (with registration in March)
- **February 1** for Winter Session courses (with registration in June)
# Course Information

<table>
<thead>
<tr>
<th>Prefix &amp; number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Prerequisites or restrictions (if any)</td>
</tr>
</tbody>
</table>

## Focus or Content

## Goals, Objectives or Learning Outcomes

## Assignments or Assessment Process

## Notes/Other
EDST 588 (022): ENVIRONMENTAL PHILOSOPHY AND EDUCATION

COURSE DESCRIPTION AND OBJECTIVES

“Environmental Philosophy and Education” is an elective graduate seminar open to all Master’s and Doctoral students. Prior knowledge of philosophy is not required. The course will address philosophical questions in and about environmental education. Philosophical questions can be raised about the term "environmental education" itself, so it is used here as shorthand for approaches ranging from more conventional forms of sustainability education, to more radical forms of education aiming for ecological justice. The course is organized around six themes, each of which raises philosophical questions, such as:

- How do different understandings of place shape place-based education?
- What is ecological justice and how does it intersect with decolonization and other efforts to achieve social justice?
- Is it ethical to curtail human autonomy for the sake of ecological sustainability?
- How do love, hope, grief, anger, fear, disgust and other feelings help or hinder environmental ethics and politics?
- What are the benefits and drawbacks of deliberative and agonistic approaches to environmental politics?
- How does posthumanist theory reshape understandings of environmental education?

The course is designed to offer opportunities to:

1. identify and critically assess key assumptions and concepts underpinning various approaches to environmental education;
2. develop a better understanding of the ideas and values informing your own assumptions about environmental education;
3. explore key debates in environmental ethics and politics.

ASSIGNMENTS

- Documentary review (30%)
- Philosophical blog posts (2 x 15%)
- Argumentative essay (40%)

LOGISTICS

Web-based course, with two-hour synchronous Zoom seminars on Thursdays (4:30-6:30pm), supported by asynchronous activities. All readings for the course are provided through the UBC Library Online Course Reserves (LOCR), accessible via the course Canvas site.

CONTACT

Dr. Claudia Ruitenberg, claudia.ruitenberg@ubc.ca
https://edst.educ.ubc.ca/facultystaff/claudia-ruitenberg/

Department of Educational Studies, University of British Columbia
Policy on Proposing and Offering EDST 565, EDST 583, and EDST 508 Courses

(Approved by GPACC, January 7, 2021)

It has been a longstanding practice in the Department of Educational Studies to use the course numbers EDST 565, EDST 583, and EDST 508 to pilot new graduate courses. The courses are listed in the UBC Calendar as follows:

EDST 565 (3/6) d Special Course in Subject Matter Field
This course is not eligible for Credit/D/Fail grading.

EDST 583 (3/6) d Advanced Seminar in Educational Studies
This course is not eligible for Credit/D/Fail grading.

EDST 508 (3/12) c Review of Research in Educational Studies
This course is not eligible for Credit/D/Fail grading.

EDST students are limited to a maximum of six credits of EDST 565 and EDST 583 per program and a maximum of twelve credits of EDST 508 per program.

Courses offered under these numbers provide opportunities to explore emerging areas of research and/or special interests among faculty, area groups, and students. After an initial piloting phase, these courses may undergo a formal curriculum approval process to become a part of our regular course offerings. Also, courses offered under these numbers provide a platform for visiting scholars to share their expertise with the department.

Courses with these numbers may be offered a maximum of two times after which formal Senate approval must be sought. “Senate approval consists of the approval of the Faculty, Senate Curriculum Area Sub-committee, Senate Curriculum Committee, and Senate in sequence” https://senate.ubc.ca/vancouver/curriculum-submission-guide/cat1-curriculum/new-course-approval.

Procedures for Equitable Engagement with EDST 565, 583, and 508 Courses

1. Program Area Responsibilities

1.a. Program areas will determine which courses offered under the numbers EDST 565, 583 and 508 will be proposed in a given academic year. Faculty who wish to offer
such a course should submit a one-page proposal—see attached suggested template—to the relevant Program Area Coordinator at the time—usually in July—they submit their annual Teaching Preferences Form (TPF) for the upcoming academic year. A copy of the proposal should also be submitted with the TPF.

1.b. Each **September and October**, Program Area Coordinators will lead the discussion of these proposals within their program areas. Members of the program area should decide at that time which proposed courses should be recommended to GPACC (see below).

1.c. Proposals for courses that do not fit within a single program area should be submitted by **October 15** directly to the Graduate Curriculum Coordinator who will place it on the agenda for the **November GPACC meeting**.

1.d. Offering 565s, 583s, and 508s will be subject to staffing of all required courses, as determined by Program Coordinators and/or the Deputy Head.

1.e. A faculty member should not normally offer more than one EDST 565, 583, or 508 course in any two-year cycle. Exceptions may be made at the discretion of the Head.

2. **GPACC Responsibilities**

2.a. Program area coordinators will forward the proposal for each recommended EDST 565, 583, and 508 to the Graduate Curriculum Coordinator who will put it on the agenda for the **October or November GPACC meeting** (with the exception of visiting scholars). GPACC will review each proposal and make a recommendation which will be conveyed by the Chair to the Deputy Head and Head.

2.b. After a maximum two-year piloting phase, EDST 565s, 583s, and 508s may undergo formal Senate approval. The process will be initiated by the Program Area Coordinator (following consultation with the program area’s faculty members), and will proceed for approval to GPACC, the Department, GCAC, Senate Curriculum Area Sub-committee, Senate Curriculum Committee, and Senate.

2.c. EDST 565, EDST 583, and EDST 508 courses that have been offered twice will be not be offered again. However, if a curriculum approval process is underway for a given course, it may be offered a third time.

3. **Deputy Head/Head Responsibilities**

3.a. The Deputy Head, in consultation with the GPACC Chair and Head, will review the proposed focus (e.g., topic, scope, focus) and number of EDST 565, 583, and 508
proposals, in relation to the overall course offerings in a given academic year.

3.b. Under-enrolled EDST 565, 583, and 508 courses will be cancelled according to the standing EDST policy on course enrolments.

3.c. Final approval for course offerings rests with the Head.

---

### Course Information

<table>
<thead>
<tr>
<th>Prefix &amp; number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Prerequisites or restrictions (if any)</td>
</tr>
</tbody>
</table>

---

### Focus or Content

| Goals, Objectives or Learning Outcomes |

| Assignments or Assessment Process |

| Notes/Other |
## UBC Curriculum Proposal Form
**Change to Course or Program**

<table>
<thead>
<tr>
<th>Category: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty:</strong> Education</td>
</tr>
<tr>
<td><strong>Department:</strong> Educational Studies</td>
</tr>
<tr>
<td><strong>Faculty Approval Date:</strong></td>
</tr>
<tr>
<td><strong>Effective Session (W or S):</strong> S</td>
</tr>
<tr>
<td><strong>Effective Academic Year:</strong> 2021</td>
</tr>
</tbody>
</table>

| **Date:** Jan. 4, 2021 |
| **Contact Person:** Tom Sork |
| **Phone:** 604-619-3435 (mob.) |
| **Email:** tom.sork@ubc.ca |

### Proposed Calendar Entry:

[Higher Education-MEd Program Requirements section. The current entry remains the same except for deletion of the one-sentence reference to TQS indicated with strikethrough in the opposite column.]

### Present Calendar Entry:

Students who want to be upgraded through the Teacher Qualification Services (TQS) must complete the 3-credit graduating paper.

### Type of Action:

Delete the above outdated reference to TQS in Calendar description.

### Rationale for Proposed Change:

As of October, 2019, BC’s Teacher Qualification Service (TQS) changed its rules to no longer require a “capstone” experience—in the form of a graduating paper—to recognize an MEd degree.

### URL:

### UBC Curriculum Proposal Form

**Change to Course or Program**

<table>
<thead>
<tr>
<th>Category: 2</th>
<th>Date: Jan. 4, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty: Education</td>
<td>Contact Person: Tom Sork</td>
</tr>
<tr>
<td>Department: Educational Studies</td>
<td>Phone: 604-619-3435 (mob.)</td>
</tr>
<tr>
<td>Faculty Approval Date:</td>
<td>Email: <a href="mailto:tom.sork@ubc.ca">tom.sork@ubc.ca</a></td>
</tr>
<tr>
<td>Effective Session (W or S): S</td>
<td>Effective Academic Year: 2021</td>
</tr>
</tbody>
</table>

**Proposed Calendar Entry:**

[Educational Studies-Master of Education, Program Requirements section. The current entry remains the same except for deletion of the one-sentence reference to TQS indicated with strikethrough in the opposite column.]

**URL:**

http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1153

**Present Calendar Entry:**

For B.C. teachers: Teacher Qualification Service requires a capstone experience (graduating project).

**Type of Action:**

Delete the above outdated reference to TQS in Calendar description.

**Rationale for Proposed Change:**

As of October, 2019, BC’s Teacher Qualification Service (TQS) changed its rules to no longer require a “capstone” experience—in the form of a graduating paper—to recognize an MEd degree.
All good wishes for the Year 2021! We hope that the well deserved break has been refreshing and rejuvenating for you, and that you are all set to make the best of the new term. Though the weather is cold and winds are chilly, we hope that the social and academic events that we have planned for you and our various interactions this month will warm you up. See you all soon!

Monthly Events

‘Proposal Writing for Scholarships & Funding’ Workshop Series

Critical reflections on last year’s application process clarified for us the need among students for more help not just in putting together a high quality application, but also in planning ahead, and understanding all the critical steps involved towards a great application. Consequently, in consultation with Dr Amy Metcalfe, we have organized this workshop series to enrich students’ understanding and skills in this important area.

Workshop 1: ‘Beyond the proposal - what are the important ingredients for a good application and when should we start working on them?'

Facilitator: Dr Amy Metcalfe
Date and time: Monday January 18th, 12:00 - 1:00pm PT
**Location**: Virtual (Zoom)

**Description**: Join Dr. Metcalfe for the first in a series of four workshops on the most important ingredients for a good funding application. While many of us focus our attention on writing a compelling proposal, there are many other factors in the process of compiling our application that can dramatically increase our chances of moving to the next stage in the proposal consideration process. Dr. Metcalfe will highlight those factors and suggest some great ways to start thinking of our funding applications as a long-term, dynamic process.

Please RSVP here: [https://ubc.ca1.qualtrics.com/jfe/form/SV_cNFH71qbBIzDzG5](https://ubc.ca1.qualtrics.com/jfe/form/SV_cNFH71qbBIzDzG5)

---

**MA Meet-Up**

**Date and time**: Thursday, January 21, 10:00-11:00am PT

**Location**: Virtual (Zoom)

**Description**: The MA Meet-Up is an exciting and safe space to get to know one another, ask questions, and share experiences. Bring a warm drink and come join us!

Please RSVP here: [https://ubc.ca1.qualtrics.com/jfe/form/SV_cNFH71qbBIzDzG5](https://ubc.ca1.qualtrics.com/jfe/form/SV_cNFH71qbBIzDzG5)

---

**EDST Student Town Hall Meeting**

**Date and time**: Friday January 22, 7:00 - 8:00pm PT

**Location**: Virtual (Zoom)

**Description**: Calling all EDST students! This town hall meeting is organized by the EDST GAAAs and the EDST Student Representatives. Communication and connection are a bit more difficult in a virtual department, so we’re starting off the term with an open town hall meeting to share your experiences, concerns, and feedback. We’re looking forward to introducing ourselves and making sure that you know who we are, how we’re representing you, and where you can reach out to within the department for support.
See you there!

Please RSVP here: https://ubc.ca1.qualtrics.com/jfe/form/SV_cNFH71qbB1zDzG5

Virtual Co-working Sessions

Our regular online co-working sessions began during the pandemic as a way to meet with other EDST students, have some company while you work on academic or other tasks, and add a bit of accountability if you're struggling with focus while we're all more distanced. Sessions include a group check-in, focused working blocks, and short breaks. We encourage you to join in for the whole session or drop-in anytime during if this sounds helpful, or if you're just looking to connect with someone!

You can join the sessions on Zoom using the same link each time: https://ubc.zoom.us/s/608580548.

The schedule of sessions may be subject to change, and we recommend checking the most up-to-date schedule on Google docs throughout the month. At this time, the following sessions are scheduled for January:

January 5  4pm-8pm  Yotam
January 12  4pm-8pm  Yotam
January 15  3pm-7pm  Vanessa
January 20  4pm-8pm  Yotam
January 22  3pm-7pm  Vanessa
January 27  4pm-8pm  Yotam
January 29  3pm-7pm  Vanessa

Contact Us

If you have any issues you would like brought forward, feel free to speak to a student representative (see
https://blogs.ubc.ca/edstgaa/student-representatives/), or to contact the GAAs via:

<table>
<thead>
<tr>
<th>Email: <a href="mailto:edst.gaa@ubc.ca">edst.gaa@ubc.ca</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Twitter</td>
</tr>
</tbody>
</table>