



## Meeting Minutes

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Teacher Education Program  
TEAC - Teacher Education Advisory Committee  
Thursday, February 23, 2021  
Virtual meeting  
1:30 p.m. - 3:00 p.m.

**Attendees:** Marianne McTavish (Chair/TEO), Shawna Faber (ECPS), Scott Goble (EDCP), Kedrick James (LLED), Sam Rocha (EDST), Jan Hare (NITEP), John Yamamoto (TEO), Anne Phelan (Centre for Study of Teacher Education)

**Regrets:** Jason Ellis (EDST)

### 1. Approval of Agenda

The agenda was approved as circulated.

### 2. Approval of previous minutes - January 28, 2021

The minutes are amended with minor updates.

### 3. Office of Indigenous Education Updates

Dr. Hare updated the committee that the Graduate Curriculum Advisory Committee (GCAC) has approved the Master of Indigenous Education and it will now be voted on at the March faculty meeting. Dr. Hare thanked everyone for their guidance and support.

The new post-degree specialization in Indigenous Education will be offered for 15 credits in May, which gives non-NITEP Indigenous students an opportunity to take specialized courses in Indigenous Education before they enter the 11-month BEd program. The 15 credits will not be counted towards the BEd program credits. Students will then choose their BEd pathway in Secondary and/or Elementary/Middle Years cohort. More information will be coming forward in the next month.

A faculty and school advisor support network event will be hosted on February 24 which will focus on Indigenous knowledges and provide opportunities for mentorship of NITEP teacher candidates.

Finally, the task force on Race, Indigeneity and Social Justice is working on a survey. Faculty, staff and other parties will be invited to participate in the survey and in



interviews and focus groups to provide guidance and recommendations around the task force goals.

#### **4. Processes for Concerns**

Following the last TEAC discussion regarding policies and interim reports, two documents were shared with the committee; the first was the consultation flowchart and the other was the process for resolving concerns. It was discussed that the Review of Assigned Standing is distinct from an Appeal on Academic Standing; the latter addresses procedural errors or irregularities. A Review of Assigned Standing is undertaken by the academic unit responsible for teaching a course to determine whether a student's performance in that course was correctly evaluated. The student should be made aware of the differences between the Review of Assigned Standing which is completed at the department level, and an Appeal on Academic Standing, which is a Senate process. The UBC Academic Calendar states that the department has the final say on matters of academic judgement. If there is a concern with the procedure, the appropriate route is an appeal. These documents are intended to support the teacher candidates who are struggling in coursework or practicum but these need to be reviewed and aligned to the academic calendar.

It is recommended that for the coursework issues, the course coordinators should be the first step if the issue is unresolved between the student and the instructor. The course coordinator contact information should always be included in the course syllabus. The ombudsperson can be reached at any point in this process as they will provide resources and advocate for the teacher candidate. The students may also consult with the TEO program coordinators who can provide resources and instructions on the next steps and possibly assist in alleviating the issue. Senate will be consulted regarding procedures and best practice, and the flowchart will be updated to provide clarity. This will be an important document for the departments as well as for the teacher candidates.

Action item: The processes for concerns flowchart will be re-drafted based on the advice above and the Senate processes. Other programs' processes will be used as references.

#### **5. TEAC Terms of Reference**

The TEAC Terms of Reference was last reviewed in 2015 and it is now being brought forward to see whether the document is still current after 6 years. It was discussed that the objectives and deliverables were more around program administration, rather than program change. It was also mentioned that CREATE made substantial changes to the program and created curricula that re-envisioned the program and TEAC was



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formed after the program was created. It is now the time to think about how to reimagine the program. TEAC would be a good committee to move changes forward. The themes identified from the external review report and a prioritization of the themes will be brought back for discussion.

### **6. Attendance Policy**

Teacher candidates engaged in course work cannot miss class time in order to address practicum-related requests (e.g., field trip attendance, pro-d days). This will be addressed on the TEO website.

Next Meeting: Thursday, March 25, 10:30 am – 12:00 pm