

Meeting Minutes

Teacher Education Program
CCASA – Committee on Curriculum, Admissions, Standings and Appeals
Tuesday, June 13, 2023
10:30 am – 11:30 am – Hybrid meeting TEO 101 & zoom

Attendees: Surita Jhangiani (Chair), Carly Christensen (ECPS), Scott Goble (EDCP), Hartej Gill (EDST), John Yamamoto (TEO), Kathryn Accurso (LLED), Alexis Okabe (NITEP), Najmeh Bahrami

Regrets: Meike Wernicke (LLED)

- 1. Approval of Agenda-Approved**
- 2. Approval of Minutes from March 21 2023-Approved**
 - Minor revision on the dates: change the date of the minutes to March 21
- 3. Business Arising from Minutes**
- 4. New Business**
 - **EDCP 311 (3-5) d Music - Secondary: Curriculum and Pedagogy**
 - Karen highlighted the discussion she had with Scott about a specific dual degree student who did not meet the grade requirement but was about to enter Year 5. The concern was whether this student should be allowed to advance or not. The decision was made to advance the Dual Degree student to Year 5 and to take EDCP 311 concurrently.
 - Based on this decision, EDCP submitted a Cat 2 change to CCSA indicating that a minimum of 76% was required to pass EDCP 311
 - Surita informed the attendees that there was no need to include the 76% minimum requirement on the calendar and just keeping it on the worksheet for the admissions process.
 - Scott provided some background information on the history of the 76% requirement, mentioning that it has been a standard policy in music education. However, it was only recently included on the pre-admission worksheet. Students who do not achieve the required grade in courses 312 and 313 have the opportunity to retake the course.
 - Karen mentioned a category change in 2021 that included the 76% requirement for the dual degree program option in music and education.

She noted that this change should be considered in the current discussion.

- Scott expressed his concern about students not completing prerequisite courses before advancing to more advanced ones. He mentioned that the course has historically been three credits, but there were changes in the credit allocation in previous years. He emphasized the importance of the 76% requirement for maintaining program standards. He noted that he had to make adjustments to accommodate students who had not completed the prerequisites. The financial pressure on the university to maintain program numbers was cited as a reason for this adjustment.
- Scott also expressed concerns about admitting students who may have issues or pose potential risks. He mentioned past instances where students engaged in misconduct during the program, and UBC policies allowed them to continue despite red flags from sponsoring teachers.
- Carly expressed concern about the connection between grades and conduct issues, suggesting that behavior-related issues should fall under the student conduct policy.
- Karen stressed the importance of adhering to the admissions criteria and providing access to diverse students while also considering program integrity.
- Kathryn sought clarification on the proposed change, specifically regarding the prerequisite courses 312 and 313. Scott confirmed that the proposed change was to add a minimum grade requirement of 76% for students to move forward in the program.
- Karen mentioned the proposed change in course requirements for the BEd program, stating that courses using the pass/fail system should have a minimum requirement of 76%.
- Scott highlighted the challenges faced by students who take multiple courses concurrently, leading to a discussion on the burden placed on students and the need for flexibility.
- Kathryn raised the issue of whether courses 312 and 313 are being delivered with the full requisites. She noticed that they are currently listed as prerequisites in the calendar and wanted clarification on this matter.
- Surita sought clarification on the evaluation of transfer credits for courses ECP 312 and 313, specifically regarding the 76% pass/fail requirement. She inquired about the process of assessing equivalency and whether a pre-test was involved. Surita emphasized the need for flexibility and

considering alternative experiences or programs that students may have completed.

- Scott explained that there are various student populations to consider, including those who have taken prerequisite courses at other institutions. Some students may not have learned the necessary skills in those courses and would require concurrent enrollment in the program. Additionally, there are students who are not on the mapped program and are advised to take the prerequisite courses from the beginning.
- Surita mentioned the importance of maintaining flexibility through pre-tests, which allow students to demonstrate their knowledge and skills. She suggested that the 76% requirement be treated as a recommendation rather than a strict rule, to account for different circumstances and experiences.
- Scott appreciated the flexibility provided by pre-tests but emphasized that certain skills and knowledge are crucial for success in the program. The questions on the pre-tests are designed to assess specialized knowledge and skills that are necessary for the program.
- Surita sought confirmation on whether the 76% requirement would be included in the program worksheet. Scott mentioned the need for it to be included in the worksheet to ensure students are aware of the expectation. John noted that the requirement might primarily apply to the dual degree program and would require approval from the music department.
- Scott asked whether the 76% requirement should be treated as a prerequisite note rather than a strict yes/no condition. Surita suggested maintaining it as a note for the time being but expressed concerns about the future conversion of notes in small programs.
- Surita proposed considering the inclusion of the 76% requirement as a prerequisite note in the music department's calendar. Scott agreed with the suggestion and expressed the need to seek guidance from those with more expertise.
- Surita questioned the need to revise the wording in the music department's calendar to align with the discussion. John explained that any changes to the B-Mus program requirements would need to go through the music department's review process, similar to CCASA.

- John and Scott expressed confidence in the clarity of the program's requirements and stated that the current worksheet adequately informs students about the achievement standards.
- Karen confirmed that the program worksheet accurately reflects the requirements and supported the idea of maintaining the clarity in the worksheet. She suggested considering the option of providing policies to students who have equivalent courses from other institutions.
- The discussion concluded with an agreement that the 76% requirement should be treated as a prerequisite note in the program worksheet. Any further revisions to the music department's calendar would need to follow the appropriate review process.
- Scott proposed revising the B.Ed. program to make it possible for students to take courses 312 and 313 in full. He mentioned that currently, the course descriptions do not align with the prerequisite information.
- **Appeal:**
 - John mentioned a pending appeal in the secondary program. He explained that an extraordinary meeting might be required to address the appeal and ensure compliance with CCASA's terms of reference.

5. Make-up Monday announcement:

- John informed the attendees that Thursday, October 12th, would be referred to as "make-up Monday" due to the high number of Mondays lost to holidays. All Thursday classes on that day will be canceled, and students will be required to attend their Monday schedule on that Thursday.

Adjournment: The meeting was adjourned @ 11:31

Next Meeting: Tuesday, June 27 2023 10:30 – 11:30 am