

Department of Educational Studies  
**Department Meeting Agenda**  
Thursday, March 18<sup>th</sup>, 2021 at 12:30 pm. [Zoom]

1. Land Acknowledgement by Yotam Ronen
2. Approval of agenda
3. Approval of Department Minutes
  - a. February minutes
4. Education Library Report (Wendy Traas) —no report
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. Admin's Manager report (Shermila)
  - d. GAA report (Yotam)
6. Announcements
  - a. Jason Ellis's book, *A Class by Themselves? The Origins of Special Education in Toronto and Beyond* received honourable mention for the [Disability History Association's 2020 Outstanding Book Award](#)
7. Forum Discussion

**Meeting URL:** <https://ubc.zoom.us/j/63100125459?pwd=N3V6MGpyUGs1VW42cXdwajlDQ2x6UT09>

**Meeting ID:** 631 0012 5459

**Passcode:** 659153

Next Meeting: Thursday, April 15<sup>th</sup>, 2021 at 12:30 pm.



Department of Educational Studies  
**Department Meeting Minutes**  
Thursday, March 18<sup>th</sup>, 2021 at 12:30pm to 2:30 pm [Zoom]

**Present:** A. Abdi, C. Ahenakew, L. Andres, A. Babunga, A. Edwards, M. Edwards, J. Ellis, G. Fallon, M. Gleason (Chair), D. Kelly, H. Gill, G. Grosjean, M. Kovach, A. Mazawi, A. Metcalfe, B. Opini, C. Palacios, A. Parent, K. Regmi, S. Rocha, Y. Ronen, C. Ruitenbergh, S. Salgadoe, H. Shan, T. Sork, M. Stack, S. Stein, R. Vanwynsberghe, J. Walker, P. Walter

**Absent:** H. Wright

**On leave:** V. Andreotti, L. Roman, F. Wang, T. Webb, A. Taylor

Yotam Ronen acknowledged UBC-Vancouver presence on the traditional, ancestral, and unceded territory of the Musqueam, Salish and Tsleil-Waututh people.

1. Approval of agenda – agenda approved.

2. Approval of Department meetings

February 2021 — approved.

3. Education Library Report (Wendy Traas)

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

4. Topics for discussion/decision

a. Head's report (Mona)

Please see the Head's report included in the meeting package. No questions arose.

Official welcome of Dr. Kari Grain to the department. Mona encouraged all faculty to reach out to Kari as well.

Release the April 7<sup>th</sup> calendar hold. There has been new development in regard to the celebration of Michael Marker's life and contributions. We will hold this session during our [EDST Research day opening on Saturday, April 17<sup>th</sup>](#) as its dedicated to the Academic Legacy of Michael.

Summary of Activities for 2020 have been circulated. Please note that they are due back to Alliance by March 19<sup>th</sup>, 2021. There has been no update on discussions between the Faculty Association and Faculty Relations on this issue. No specific instructions have been given regarding Merit as of our meeting.

There is still more uncertainty for September 1<sup>st</sup>, no firm decisions have been made on the return procedures for face-to-face. Plan B, 18% of EDST's graduate courses face to face in the Fall, is no longer an option. More information forthcoming by mid-May, then we can plan accordingly. There is no potential face-to-face in May. Send any questions or concerns to Mona and she'll bring it up to the next Heads and Director's meeting.

The English Language Institute is now housed under our Faculty of Education; it was previously under Continuing Education. It's entirely non-credit courses, assisting students across the globe with their English Language proficiency.

There has been no updated talk of the deficit both at the faculty and university-wide levels, thus no more PSI

conversations.

b. Deputy Head report (Lesley)

No report. Peer Reviews of Teaching for sessional instructors has yet to be completed. It's becoming increasingly difficult to get them done despite it being part of service. It is a requirement that we do it, thus anyone willing to volunteer for this kindly reach out to Lesley. A potential solution to address this going forward is to form a committee that will rotate annually. We ought to find a good balance.

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

Please see the GA-GCC joint report included in the meeting package.

March 5<sup>th</sup> Special GCACC meeting: since the implementation of the minimum PhD funding, there has been a provision to include research employment income towards that minimum funding package. Many departments have not practiced this. More information forthcoming on the language included alongside admission offers, to reduce inconsistencies and ensure that all departments are using the same information.

Claudia and Tracy will send out reminder for program extension and candidacy extension requests to students as it is near end of the term.

Tom reached out to Teresa Dobson in Faculty of Education in regard to updating eVision to address the limitations of this application processing system. Dr. Dobson followed up with G+PS on the schedule and process of updating eVision. G+PS replied back informing us to reach out to "Enhancement Team" in the Faculty of Graduate and Post-doctorate Studies and share our concerns with them. This has been put in the agenda for April 6<sup>th</sup> GPACC meeting.

Both the PhD Management and Admissions Committee's data gathering and deliberations about a part-time PhD option were discussed at GPACC. The Committee carried out a survey of faculty and students, summarized the data obtained, identified positive and negative aspects of the option and recommended that a special meeting of the department be called to discuss and make a decision about whether to pursue this option. Members thanked the Committee and Deanna Bracewell who was retained to gather data and conduct and summarize the survey findings.

There were two action items put forward for Department approval—refer to the report. Both of which unanimously passed including:

- Category 2 curriculum change. Curriculum Change: Graduate Certificate in Higher Education (GCHIED). Add text to the Calendar descriptions of the certificate program, the MEd in Higher Education and the MA in Educational Studies clarifying credit transfer possibilities from the certificate to related master's programs.
- Category 2 Curriculum Change: Graduate Certificate in Adult Learning and Education (GCALE). Add text to the Calendar descriptions of the certificate program, the MEd in Adult Learning and Education and the MA in Educational Studies clarifying credit transfer possibilities from the certificate to related master's programs.

d. Operations report (Shermila)

Please see the Admin Manager report included in the meeting package. Contact Shermila for any questions.

For any faculty wanting to learn about grant reports, read up on students' salaries or processing expense on Workday, reach out to Shermila and Sophia for a Zoom tutorial on these matters.

e. GAA report (Yotam)

Please see the GAA newsletter included in the meeting package. Contact the GAA student representative, Yotam Ronen at [yotam.ronen@ubc.ca](mailto:yotam.ronen@ubc.ca) for any questions.

Research Day 2021 is taking place on Saturday, February 17<sup>th</sup> and is dedicated to the Academic Legacy of Dr Michael Marker—with a special plenary session on his work and legacy. If anyone would like to present at this session or any other sessions, kindly reach out to the GAAs with your proposals. We currently have 24 proposals, plus additional presenters and Dr. Maggie Kovach as the Keynote.

There are a number of additional upcoming events including ‘Qualitative Interviewing Analysis: An Introduction’, with Dr. Deirdre Kelly on March 16<sup>th</sup>, EDST Student Café on March 5<sup>th</sup> and ongoing virtual Co-working sessions.

5. Announcements

a. Jason Ellis’s book, *A Class by Themselves? The Origins of Special Education in Toronto and Beyond* received honourable mention for the [Disability History Association’s 2020 Outstanding Book Award](#)

b. Congratulations to our Head, Mona Gleason who gave a Keynote at the upcoming 4<sup>th</sup> Annual History of Experiences (HEX), Tampere University, Finland. An excellent recognition of her scholarship.

c. PhD Self-Study report will be circulated to faculty and students. Thanks to everyone that put this report together. The faculty will meet in Summer Term 2 to discuss the report finding and questions, as well as weave in the results of the part-time PhD option.

6. Forum Discussion.

March 25<sup>th</sup> at 1pm: ETS hosting their first event, workshop series to support teaching and learning online. It is an important topic, to be shared with students. More information can be found [here](#).

Department Budget: Moving programs into online structures. No line in budget to address the need for moving programs into online structures – when is a good time to include this line, given that we ought to prepare a budget projection? There are ongoing conversations, and more information will be forthcoming. The Head, Mona recommended for the incoming Head, André to strike a budget committee to oversee the innovative budget, as her term is coming to an end. Given the trends of virtual course and program delivery, this could be a good opportunity that will strengthen the need for this new budget line.

Adult Education in Global Times: An International Research Conference (AEGT2021) is happening virtually on June 3-6. Tom to circulate the information to the department. More information can be found [here](#).

*Meeting Adjourned at 1:15 p.m.*

Next Meeting: Thursday, April 15<sup>th</sup>, 2021 at 12:30 pm.



THE UNIVERSITY OF BRITISH COLUMBIA

**Head's Report to EDST Department Meeting on March 18, 2021**  
**12:30pm to 2:00pm**

**Mona Gleason (submitted on March 4, 2021)**

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

**Community News**

1. Please hold the date of **April 7, 2021, 11:00- 12:30pm, for an online memorial to celebrate Michael Marker's life and contributions.** Along with some invited guests, there will be "open floor" time for attendees to contribute to the event. Michael's family will also be invited. The poster announcement and Zoom invitation will arrive in the next weeks.
2. The Provost formally announced the end **of Dr. Blye Frank's extended term as Dean of the Faculty to happen on June 30, 2021. Dr. Jan Hare will become the Dean *pro tem*.** Thanks to Dr. Hare for taking on this transitional role.
2. **Confirmations of service assignments for 2021** have been sent and thanks to everyone who responded with your confirmations. We will have 12 fewer faculty members able to take on service roles next year due to various leaves, leadership roles in EDST, secondments, retirements, and reduced appointments so we have to cover more with less.
3. **Our Summary of Activities for 2020** have been circulated. Please note that they are due back to Alliance by March 19<sup>th</sup>, 2021. There has been no update on discussions between the Faculty Association and Faculty Relations on this issue.

**New and Ongoing Business**

Since our last Department meeting on February 18, 2021, new and emerging issues for follow up at this point include:

- **Plans for our teaching approach in Winter term 1, September 2021 are up in the air until mid-May.** The Provost has asked all academic unit Heads/Directors to plan for two possible scenarios beyond remaining entirely online the fall. The two plans as handed down by the Provost's office are:

*A. Schedule general teaching space (GTS) at 100% capacity for all courses. This allows for in person instruction, if physical distancing expectations have been relaxed, and sufficient community immunity prevails. It could be*

*possible to commence some classes remotely if prevailing conditions require that – e.g., for the month of September – and to move later to in-person instruction.*

*B. Schedule general teaching space at ~1/3 capacity to accommodate some smaller classes, with the rest online. This allows for in person instruction with current physical distancing expectations (2m) met, for approximately 18% of UBC's courses.*

- If Plan B proceeds, then 18% of EDST's graduate courses would look like about 1-2 courses that could be offered face to face in the Fall. After we know what our Fall might look like, we can plan accordingly.
- **Faculty-wide surveys** (Work Preferences and EDI) have circulated that ask about post-CoVid preferences for working from home, etc. and about our Departmental demographics. It is important to take the time to answers these surveys so that we have some say in next steps.
- **The next Heads and Director's meeting is scheduled for March 16, 2021.** I'll report verbally on any significant developments that emerge.

Department Forum: open for discussion on issues of importance to us.



## Joint Report of the Graduate Advisor and Graduate Curriculum Coordinator

March 18, 2021

**From the Graduate Advisor—Claudia Ruitenber**

**From the Graduate Curriculum Coordinator—Tom Sork**

At the GPACC meeting on March 4, we:

- Discussed the “*EDST Process Guide to Engagement with New Off-campus EdD Programs [Cohorts]*” approved on February 20, 2020. The rationale for the guide was reviewed and several observations made about the timing and form of various required consultation activities and how well those fit with both workload planning and the timing of marketing off-campus cohort programs. The process will be discussed in the Head’s Advisory Committee and likely brought back to GPACC for further discussion.
- Discussed reports from the PhD Management and Admissions Committee on its data gathering and deliberations about a part-time PhD option. The Committee carried out a survey of faculty and students, summarized the data obtained, identified positive and negative aspects of the option and recommended that a special meeting of the department be called to discuss and make a decision about whether to pursue this option. Members thanked the Committee and Deanna Bracewell who was retained to gather data and conduct and summarize the survey findings.
- Approved two minor Calendar changes. Both involve clarifying the credit transfer (laddering) options available to students in two EDST graduate certificate programs—The Graduate Certificate in Adult Learning and Education and Graduate Certificate in Higher Education. **See action items below.**
- Received updates from program area coordinators and chairs about progress on application reviews and other matters.
- Received a reminder that the deadline for receiving proposals for the virtual Research Day had been extended.
- **Curriculum changes approved for action by the Department:**
  - Category 2 Curriculum Change: Graduate Certificate in Higher Education (GCHIED). Add text to the *Calendar* descriptions of the certificate program, the MEd in Higher Education and the MA in Educational Studies clarifying credit transfer possibilities from the certificate to related master’s programs—attached.

- Category 2 Curriculum Change: Graduate Certificate in Adult Learning and Education (GCALE). Add text to the *Calendar* descriptions of the certificate program, the MEd in Adult Learning and Education and the MA in Educational Studies clarifying credit transfer possibilities from the certificate to related master's programs—attached.



# UBC Curriculum Proposal Form

## Change to Course or Program

**Category: 2**

<p><b>Faculty:</b> Education  <b>Department:</b> Educational Studies (EDST)  <b>Faculty Approval Date:</b>  <b>Effective Session Winter 1:</b>  <b>Effective Academic Year: 2021-22</b></p>	<p><b>Date:</b> March 4, 2021  <b>Contact Person:</b> Tom Sork  <b>Phone:</b> 604-822-5702  <b>Email:</b> tom.sork@ubc.ca</p>
<p><b>[Graduate Certificate in Higher Education]</b></p> <p><b>Proposed Calendar Entry:</b></p> <p>[The same as the Present Calendar Entry except to replace the deleted text in the column to the right with the following more detailed description of transfer options:]</p> <p><u>Students studying in, or who have completed, the GCHIED may apply for admission to the MEd in Higher Education or the MA in Educational Studies, Higher Education concentration, and request transfer of up to four certificate courses (12 credits) toward the requirements of those programs.</u></p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,430,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,430,0</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Graduate Certificate in Higher Education</b>  The Graduate Certificate in Higher Education (GCHIED) is designed to meet the continuing professional development needs of those involved in the field of higher education. This certificate is intended for individuals teaching, supporting, or monitoring roles in public and private institutions of higher education in British Columbia and beyond. Students will complete coursework on the following topics: an introduction to the field of higher education; the historical, philosophical, economic, and sociological foundations of higher education; organization and administration of higher education; and the Canadian systems of higher education.</p> <p><b>Admission</b></p> <p>Language proficiency requirements, will be the same as for the Master of Higher Education.</p> <p><del>Students studying in the GCHIED program may apply for admission to the MEd in Higher Education and transfer up to four certificate courses (12 credits) towards completion of the MEd program.</del></p> <p><b>Certificate Requirements</b></p> <p>All students must complete EDST 493 (3); EDST 521(3); EDST 511 (3); and EDST 536 (3).</p> <p>Satisfactory progress as defined by the Faculty</p>



	<p>of Graduate Studies for master's programs must be maintained. Students must complete their requirements within 5 years of admission.</p> <p><b>Type of Action:</b></p> <p>To restore and clarify both transfer options available to students in the GCHIED program who wish to pursue a master's degree.</p> <p><b>Rationale for Proposed Change:</b></p> <p>At the time the Graduate Certificate in Higher Education was approved by Senate, the proposal included a reference to both MEd and MA program transfer options. At some point between Senate approval and entry into the Calendar, the option to transfer to the MA, Higher Education concentration, was lost. The new language proposed simply restores the approved transfer options to the Calendar with more precise language.</p>
<p><b>[MEd in Higher Education]</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>Program Overview</b> The Higher Education graduate program at UBC focuses on the study of institutions of higher education and their members, activities, and policies. The program draws on such disciplines and fields as history, philosophy, sociology, economics, political science, psychology, law, and administrative studies.</p> <p>The Higher Education graduate program offers a Master of Education (M.Ed.) in Higher Education. The Master of Arts (M.A.) in Educational Studies program also offers a concentration in Higher Education. Both M.Ed. and M.A. programs are also available as part-time studies.</p> <p><u>Students studying in, or who have completed, the Graduate Certificate in Higher Education</u></p>	<p><b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1176">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1176</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Program Overview</b> The Higher Education graduate program at UBC focuses on the study of institutions of higher education and their members, activities, and policies. The program draws on such disciplines and fields as history, philosophy, sociology, economics, political science, psychology, law, and administrative studies.</p> <p>The Higher Education graduate program offers a Master of Education (M.Ed.) in Higher Education. The Master of Arts (M.A.) in Educational Studies program also offers a concentration in Higher Education. Both M.Ed. and M.A. programs are also available as part-time studies.</p> <p>Students wishing to pursue doctoral research in the field of Higher Education can do so as part of a Doctor of Philosophy (Ph.D.)</p>



<p>(GCHIED) may apply for admission to the MEd in Higher Education or the MA in Educational Studies, Higher Education concentration, and request transfer of up to four certificate courses (12 credits) toward the requirements of those programs.</p> <p>Students wishing to pursue doctoral research in the field of Higher Education can do so as part of a Doctor of Philosophy (Ph.D.) in <a href="#">Educational Studies</a> or a Doctor of Education (Ed.D.) in <a href="#">Educational Leadership and Policy</a>.</p>	<p>in <a href="#">Educational Studies</a> or a Doctor of Education (Ed.D.) in <a href="#">Educational Leadership and Policy</a>.</p> <p><b>Type of Action:</b></p> <p>Insert into the Calendar description for the MEd in Higher Education clarification of transfer options from the Graduate Certificate (GCHIED) program.</p> <p><b>Rationale for Proposed Change:</b></p> <p>We have been advised by the G+PS Graduate Curriculum Coordinator, Ms. Jenn Fletcher, that “<a href="#">Information about laddering arrangements between graduate certificates and graduate degree programs should be included in the entries for both programs in the Academic Calendar.</a>” This proposal adds language to the Calendar description for the MEd in Higher Education that is consistent with the language in the related Graduate Certificate program (GCHIED) and with the proposal below for similar language in the MA in Educational Studies, in relation to the HIED concentration.</p>
<p><b>[MA in Educational Studies]</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>Program Overview</b> The Department of Educational Studies (EDST) offers an M.A. program in Educational Studies that can be taken full-time over a two-year period or over a longer period for part-time students. The EDST M.A. is a flexible program designed to meet the needs of a range of people interested in conducting and learning about educational research. The emphasis on educational research provides students opportunities and training to conduct their own small-scale research projects. M.A. students can focus their studies in a number of M.A. program area concentrations, or develop an independent concentration with the support and approval of a faculty advisor (Generalist</p>	<p><b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1153">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1153</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Program Overview</b> The Department of Educational Studies (EDST) offers an M.A. program in Educational Studies that can be taken full-time over a two-year period or over a longer period for part-time students. The EDST M.A. is a flexible program designed to meet the needs of a range of people interested in conducting and learning about educational research. The emphasis on educational research provides students opportunities and training to conduct their own small-scale research projects. M.A. students can focus their studies in a number of M.A. program area concentrations, or develop an independent concentration with the support and approval of a faculty advisor (Generalist</p>



<p>Option). Current M.A. program area concentrations include: Adult Learning and Education; Higher Education; Society, Culture and Politics in Education; and Educational Administration and Leadership.</p> <p><u>Students studying in, or who have completed, the Graduate Certificate in Higher Education (GCHIED) may apply for admission to the MA in Educational Studies, Higher Education concentration, and request transfer of up to four certificate courses (12 credits) toward the requirements of those programs.</u></p> <p><u>Students studying in, or who have completed, the Graduate Certificate in Adult Learning and Education (GCALE) may apply for admission to the MA in Educational Studies, Adult Learning and Education Education concentration, and request transfer of up to four certificate courses (12 credits) toward the requirements of those programs.</u></p> <p>The EDST M.A. is excellent preparation for continuing doctoral work in education (Ph.D. and Ed.D.) in addition to providing a rich and satisfying educational experience in its own right.</p>	<p>Option). Current M.A. program area concentrations include: Adult Learning and Education; Higher Education; Society, Culture and Politics in Education; and Educational Administration and Leadership.</p> <p>The EDST M.A. is excellent preparation for continuing doctoral work in education (Ph.D. and Ed.D.) in addition to providing a rich and satisfying educational experience in its own right.</p> <p><b>Type of Action:</b></p> <p>Insert into the Calendar description for the MA in Educational Studies references to previously approved transfer options from two Graduate Certificate programs (GCHIED &amp; GCALE).</p> <p><b>Rationale for Proposed Change:</b></p> <p>We have been advised by the G+PS Graduate Curriculum Coordinator, Ms. Jenn Fletcher, that “<a href="#">Information about laddering arrangements between graduate certificates and graduate degree programs should be included in the entries for both programs in the Academic Calendar.</a>” This proposal adds language to the Calendar description for the MA in Educational Studies that is consistent with the proposed language in two related Graduate Certificate programs (GCHIED &amp; GCALE).</p>
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## UBC Curriculum Proposal Form Change to Course or Program

**Category: 2**

<b>Faculty:</b> Education <b>Department:</b> Educational Studies (EDST) <b>Faculty Approval Date:</b> <b>Effective Session:</b> Winter 1 <b>Effective Academic Year:</b> 2021-22	<b>Date:</b> March 4, 2021 <b>Contact Person:</b> Tom Sork <b>Phone:</b> 604-822-5702 <b>Email:</b> tom.sork@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>Graduate Certificates</b> <b>Graduate Certificate in Adult Learning and Education (GCALE)</b> Adult learning and education continues well beyond the completion of formal secondary and post-secondary education. It is a lifelong and life-wide phenomenon found in many workplaces and in many community contexts. The Graduate Certificate in Adult Learning and Education (GCALE) is designed to deepen the knowledge and skills of those involved with the design, delivery, and evaluation of adult learning and education activities that occur across diverse sites including community, business, non-profit, and public service institutions. The Certificate program provides participants with enhanced knowledge and skills of the principles, practices, histories, and philosophies of adult learning and education. It is intended for professionals and educators responsible for managing, designing, and/or instructing in programs for adult learners.  Admission, including language proficiency requirements, will be the same as for the Master of Education in Adult Learning and Education. <u>Students studying in, or who have completed, the GCALE may apply for admission to the MEd in Adult Learning and Education or the MA in Educational Studies, Adult Learning and Education concentration, and request transfer of up to four certificate courses (12 credits) toward the requirements of those programs.</u>	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,430,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,430,0</a>  <b>Present Calendar Entry:</b>  <b>Graduate Certificates</b> <b>Graduate Certificate in Adult Learning and Education (GCALE)</b> Adult learning and education continues well beyond the completion of formal secondary and post-secondary education. It is a lifelong and life-wide phenomenon found in many workplaces and in many community contexts. The Graduate Certificate in Adult Learning and Education (GCALE) is designed to deepen the knowledge and skills of those involved with the design, delivery, and evaluation of adult learning and education activities that occur across diverse sites including community, business, non-profit, and public service institutions. The Certificate program provides participants with enhanced knowledge and skills of the principles, practices, histories, and philosophies of adult learning and education. It is intended for professionals and educators responsible for managing, designing, and/or instructing in programs for adult learners.  Admission, including language proficiency requirements, will be the same as for the Master of Education in Adult Learning and Education. <u>Students enrolled in the GCALE may apply for admission to the Master of Education in Adult Learning and Education and transfer up to four certificate courses (12 credits) towards completion of the M.Ed. program.</u>

**Certificate Requirements**

All students must complete four courses (12 credits) from the Adult Learning and Education M.Ed. program including: EDST 503 (3); EDST 514 (3); EDST 518 (3); plus one 3-credit elective at the graduate level (i.e. 500+) or senior undergraduate level (i.e. 300+).

Satisfactory progress [as defined by the Faculty of Graduate and Postdoctoral Studies](#) for master's students must be maintained. Students must complete their requirements within five years of admission.

**Certificate Requirements**

All students must complete four courses (12 credits) from the Adult Learning and Education M.Ed. program including: EDST 503 (3); EDST 514 (3); EDST 518 (3); plus one 3-credit elective at the graduate level (i.e. 500+) or senior undergraduate level (i.e. 300+).

Satisfactory progress [as defined by the Faculty of Graduate and Postdoctoral Studies](#) for master's students must be maintained. Students must complete their requirements within five years of admission.

**Type of Action:**

Add text to the Calendar that clarifies the two transfer options available to GCALE students who wish to pursue a master's degree.

**Rationale for Proposed Change:**

Since the GCALE was approved, it has always been the case that transfers of certificate credits have been permitted for both the MEd in ALE and the MA in Educational Studies, ALE concentration. The proposed text makes this clear and is consistent with the language used for the Graduate Certificate in Higher Education and the proposed Calendar entries for the two related master's programs, also in Educational Studies.



<p><b>[MEd in Adult Learning and Education]</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>Program Overview</b> The mission of the Adult Learning and Education graduate program at UBC is to contribute to the creation, elaboration, exchange and application of knowledge concerning the education and learning of adults wherever they occur. This includes the development of scholars and reflective practitioners who will shape society and its institutions in ways that promote lifelong education and learning for all.</p> <p>The Adult Learning and Education graduate program offers a Master of Education (M.Ed.) in Adult Learning and Education. The Master of Arts (M.A.) in Educational Studies program also offers a concentration in Adult Learning and Education. Both M.Ed. and M.A. programs are also available as part-time studies.</p> <p><u>Students studying in, or who have completed, the Graduate Certificate in Adult Learning and Education (GCALE) may apply for admission to the MEd in Adult Learning and Education or the MA in Educational Studies, Adult Learning and Education concentration, and request transfer of up to four certificate courses (12 credits) toward the requirements of those programs.</u></p> <p>Students wishing to pursue doctoral studies in the field of Adult Learning and Education should apply to the Doctor of Philosophy program in <a href="#">Educational Studies</a> or the Doctor of Education program in <a href="#">Educational Leadership and Policy</a>.</p>	<p><b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,972">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,972</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Program Overview</b> The mission of the Adult Learning and Education graduate program at UBC is to contribute to the creation, elaboration, exchange and application of knowledge concerning the education and learning of adults wherever they occur. This includes the development of scholars and reflective practitioners who will shape society and its institutions in ways that promote lifelong education and learning for all.</p> <p>The Adult Learning and Education graduate program offers a Master of Education (M.Ed.) in Adult Learning and Education. The Master of Arts (M.A.) in Educational Studies program also offers a concentration in Adult Learning and Education. Both M.Ed. and M.A. programs are also available as part-time studies.</p> <p>Students wishing to pursue doctoral studies in the field of Adult Learning and Education should apply to the Doctor of Philosophy program in <a href="#">Educational Studies</a> or the Doctor of Education program in <a href="#">Educational Leadership and Policy</a>.</p> <p><b>Type of Action:</b> Insert in the Calendar clarification of previously approved transfer options available to students in the GCALE program who wish to pursue a master's degree.</p> <p><b>Rationale for Proposed Change:</b> To clarify and make consistent Calendar language related to transfer options from the GCALE to master's programs in Educational Studies.</p>
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**[MA in Educational Studies]****Proposed Calendar Entry:****Program Overview**

The Department of Educational Studies (EDST) offers an M.A. program in Educational Studies that can be taken full-time over a two-year period or over a longer period for part-time students. The EDST M.A. is a flexible program designed to meet the needs of a range of people interested in conducting and learning about educational research. The emphasis on educational research provides students opportunities and training to conduct their own small-scale research projects. M.A. students can focus their studies in a number of M.A. program area concentrations, or develop an independent concentration with the support and approval of a faculty advisor (Generalist Option). Current M.A. program area concentrations include: Adult Learning and Education; Higher Education; Society, Culture and Politics in Education; and Educational Administration and Leadership.

Students studying in, or who have completed, the Graduate Certificate in Higher Education (GCHIED) may apply for admission to the MA in Educational Studies, Higher Education concentration, and request transfer of up to four certificate courses (12 credits) toward the requirements of that program.

Students studying in, or who have completed, the Graduate Certificate in Adult Learning and Education (GCALE) may apply for admission to the MA in Educational Studies, Adult Learning and Education concentration, and request transfer of up to four certificate courses (12 credits) toward the requirements of that program.

The EDST M.A. is excellent preparation for continuing doctoral work in education (Ph.D. and Ed.D.) in addition to providing a rich and satisfying educational experience in its own right.

**URL:**

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

**Present Calendar Entry:****Program Overview**

The Department of Educational Studies (EDST) offers an M.A. program in Educational Studies that can be taken full-time over a two-year period or over a longer period for part-time students. The EDST M.A. is a flexible program designed to meet the needs of a range of people interested in conducting and learning about educational research. The emphasis on educational research provides students opportunities and training to conduct their own small-scale research projects. M.A. students can focus their studies in a number of M.A. program area concentrations, or develop an independent concentration with the support and approval of a faculty advisor (Generalist Option). Current M.A. program area concentrations include: Adult Learning and Education; Higher Education; Society, Culture and Politics in Education; and Educational Administration and Leadership.

The EDST M.A. is excellent preparation for continuing doctoral work in education (Ph.D. and Ed.D.) in addition to providing a rich and satisfying educational experience in its own right.

**Type of Action:**

Insert into the Calendar description for the MA in Educational Studies references to approved transfer options from two Graduate Certificate programs (GCHIED & GCALE).

**Rationale for Proposed Change:**

We have been advised by the G+PS Graduate Curriculum Coordinator, Ms. Jenn Fletcher, that “[Information about laddering arrangements between graduate certificates and graduate degree programs should be included in the entries for both programs in the Academic Calendar.](#)” This proposal adds





	language to the Calendar description for the MA in Educational Studies that is consistent with the proposed language in two related Graduate Certificate programs (GCHIED & GCALE).
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Department of Educational Studies		
Innovation Budget 2020-2021		
<b>REVENUE</b>		
<i>Balance carried forward from Innovation p/g 2019-2020</i>		\$ 459,184
Graduate Application Fees		15,509
Distance Education		1,580
ALGC 2019/20		42,568
EdD 2019/20		31,200
REA6		30,000
<b>TOTAL REVENUE</b>		<b>\$ 580,041</b>
		As of Feb. 28, 2021
<b>EXPENSES</b>	<b>Projected 2020/21</b>	<b>Actuals 2020/21</b>
<b>Program Development &amp; Support</b>		
Program Enhancement funds (4 program areas; MA & PhD)	\$ 6,000	\$ 437
Honoraria for Guest Speakers, Graduate Programs	3,000	200
<b>Key Programmatic Initiative for students</b>		
Awards (contingency fund)	1,000	-
MA Academic Excellence Award	2,500	-
Community Engagement & Leadership Award - all students	2,500	-
Travel	15,000	1,134
Graduate Student Research Grant	5,000	
Emergency funding	20,000	6,750
Events (Orientation, 2 Convocations; Research Day and Seminars)	5,000	250
Visiting Scholar Initiatives	2,000	-
External Examiner visits	2,000	-
<b>Strategic Research projects</b>		
EDST Research Infrastructure fund (Faculty Seed grants)	6,000	2,003
Grant Matching Funds	10,000	2,501
Journal Editorship contributions	2,000	-
AEGT Conference - T. Sork (loaning funds - will be refunded)		(9,622)
Faculty initiated events for EDST students at (non-UBC) Conferences (for faculty without grants)	5,000	
<b>Professional Development</b>		
Staff	2,500	1,623
<b>Indigenous Education fund</b>		
Commitment to initiatives in Indigenous Education(bridge funding)	8,000	-
		-
<b>Teaching</b>		
EDAL on-campus research component (EDST 501 & EDST 553A)	7,350	3,820
<b>Departmental</b>		
Catering (department meetings & events)	2,000	303
Donation - In Memory of Andrew Arida M.Ed. HIED		1,000
Misc. gifts	2,750	1,643
Bank charges/bad debt	200	-
Faculty computer		-
Yearly deficit provision (Operating budget \$54,000)	2,000	-
<b>TOTAL EXPENSES</b>	<b>\$ 111,800</b>	<b>\$ 12,043</b>
<b>TOTAL BALANCE</b>		<b>\$ (567,998)</b>

<b>Department of Educational Studies</b>		
<b>Operating Budget 2020-2021</b>	<b>\$54,000</b>	
		<i>as of Feb. 28, 2021</i>
	<b><i>Forecast</i></b>	<b><i>Actuals</i></b>
Building Operations	\$ 1,500	\$ -
Communication (Marketing programs)	3,000	2,074
Courier	750	-
Department Retreat & Self-study	1,500	-
Honoraria for Guest Speakers (BEd)	3,500	535
IT (Telephone equipment rentals, Long Distance charges & additional mailbox space)	30,000	27,755
License Fees (IRCC) for Visitors	1,000	453
Office Supplies	4,000	2,180
Postage	250	99
Photocopier rentals	8,000	5,617
Toner	500	-
<b>TOTAL EXPENSES</b>	<b>\$ 54,000</b>	<b>\$ 38,712</b>
<b>TOTAL BALANCE</b>		<b>\$ 15,288</b>



As winter moves slowly into spring, it brings a feeling of joy and connectedness with the world around us. Let's strengthen the existing connections and forge new ones this season; the **EDST Virtual Research Day 2021** happening in April offers an excellent opportunity to do so! You will be happy to note that we have extended the **deadline for proposal submissions** to **Saturday, March 14th**. This implies that you have two more weeks to develop your proposal, and plenty of time to consult with us if you're unsure about details. You can read the full call for proposals in this newsletter.

In this newsletter, you will also find an invitation to participate in the **plenary session** organised on Research Day to mark the academic legacy of **late Dr. Michael Marker**.

## Monthly Events

**'Qualitative Interviewing Analysis: An Introduction', with Dr. Deirdre Kelly**

**Date and time:** Tuesday, March 16, 12:00-1:00pm PT

**Location:** Virtual (Zoom)

**Description:** Analysis takes place throughout any qualitative inquiry, and it unfolds differently, depending on your research paradigm and approach to inquiry. This workshop will address the middle steps in the process, focusing on studies where interviewing is the main method. Once you have finished conducting your interviews, what happens next? In answering this question, Dr. Kelly will emphasize reflexive thematic analysis because its tools and practices are compatible with a variety of interpretive frameworks.

Please **RSVP** here: [https://ubc.ca1.qualtrics.com/jfe/form/SV\\_0Gl2gVWpJnb2fdA](https://ubc.ca1.qualtrics.com/jfe/form/SV_0Gl2gVWpJnb2fdA)

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## EDST Student Café

**Date and time:** Thursday, March 25th, 10:00am PT

**Location:** Virtual (Zoom)

**Description:** It can be difficult to catch up when we're not running into each other in the halls between class, and being a virtual grad student can feel a bit isolating sometimes. If you can fit one more Zoom meeting in your schedule, we hope you'll join us for a student café this month. Bring your own warm drink and join us for a virtual, non-academic chat.

Please **RSVP** here: [https://ubc.ca1.qualtrics.com/jfe/form/SV\\_0Gl2gVWpJnb2fdA](https://ubc.ca1.qualtrics.com/jfe/form/SV_0Gl2gVWpJnb2fdA)

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## 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/j/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 March:

March 3	4pm-8pm	Yotam
March 10	4pm-8pm	Yotam
March 12	12pm-4pm	Vanessa
March 17	4pm-8pm	Yotam
March 24	4pm-8pm	Yotam
March 26	12pm-4pm	Vanessa
March 31	4pm-8pm	Yotam

## Annual Event

### EDST Virtual Research Day 2021

**Dedicated to the Academic Legacy of Dr Michael Marker**

**Theme:** [Building Resilient Communities: Reimagining the Roles of Education](#)

**Date and time:** [Saturday, April 17, 2021](#)

**Location:** Virtual (Zoom)

**Submission deadline (extended):** [March 14, 2021](#)

**Description:** The program committee for EDST Virtual Research Day 2021 invites proposals for synchronous and asynchronous individual presentations, poster sessions, roundtable and panel sessions from students and faculty members. *All students are welcome: Ph.D., Ed.D., M.A., and M.Ed. EDST!*

EDST Research Day showcases the rich educational research, practice, and theory developed by the department's students and faculty. *We welcome work in diverse*

*subjects, and in all phases of development, including projects that come out of coursework, research conducted as Research Assistants or Principal Investigators, thesis sections, or papers in progress.*

We invite proposals on the selected conference theme, which is reflective of the focus of some key conferences this year. *Suggested topics can include (but are not limited to):*

- Indigenous approaches to education
- Foundations of education
- Teacher education
- Leadership & Policy

*Each session should include at least one EDST student, but we encourage collaborations with EDST faculty members and/or students from other departments.* Faculty members are invited to take an active role throughout Research Day as discussants, moderators, facilitators, and mentors.

## Types of Presentations

### Individual Presentations

Traditional presentations are welcome, but alternative presentations are also welcome!

Suggestions include:

- Paper Presentation (up to 20--minute talk and 10-minute Q&A)
- Short Presentation (up to 7-minute talk and 5-minute Q&A)
- Ignite (20 slides in 5 minutes, each slide advancing automatically after 15 seconds and 5-minute Q&A)
- Art/Performance
- Film Presentation (up to 20 minutes)
- Poster Presentations

Students who plan to present posters at other conferences in the near future are encouraged to use this space to practice their presentations.

### Roundtable and Panel Sessions

Roundtable and panel sessions will run 75 minutes each. Formats available are:

- Panel Discussion: 2-4 panelists discussing a topic in front of the audience; includes a Q&A and discussion section
- Roundtable Discussion: A discussion on a topic in a roundtable format with equal participation from all participants
- Book Session: A presentation of a new book, followed by a Q&A session
- Scholars' Café: Informal session that showcases the most exciting and unique research done at EDST

## How to Apply

### Proposal Requirements

Individual presentation proposals should include:

- Presenter's name, department and program
- Full title of the proposal
- 150-200 word abstract
- Type of presentation

Panel/ Roundtable discussions proposals should include:

- Facilitator's name, department, and program
- Full title of the proposal
- Type of session
- Brief summary of activities planned for your session and key participants' names, with a 150-200 word abstract for each speaker

*Want to present but not sure how to prepare?* Your GAAs are here and would love to sit with you for a session discussing your proposal ideas and helping you prepare!

**Contact us** at: [edst.gaa@ubc.ca](mailto:edst.gaa@ubc.ca) for any questions, comments or help.

**Please submit your proposals to:** <http://tiny.cc/EDSTRD2021>.

## Announcements

**EDST GAA Event**



## Plenary Session dedicated to Michael Marker's Academic Legacy - *An Invitation*

This year at Research Day, we are dedicating the event to the memory and legacy of the late Dr. Michael Marker. With that in mind, we hoped to organise a special plenary session during Research Day, where students, faculty, and staff would have space to share how Michael Marker's work inspired, influenced, and guided their own work. If you wish to participate in this plenary session, to share your work and to illustrate how Dr. Marker's work and teaching helped you, please feel free to contact us at [edst.gaa@ubc.ca](mailto:edst.gaa@ubc.ca), or contact Yotam Ronen directly at [yronen@mail.ubc.ca](mailto:yronen@mail.ubc.ca).

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### Other Events

The Philosophy of Education Society is holding a conference this year, with a student-focused pre-conference. We are sharing this information **on behalf of the organisers** particularly, *Jessica Lussier*, an EDST PhD student.

### Graduate Student Conference on Philosophy of Education (GSCOPE)

The GSCOPE 2021 Program Committee invites graduate student proposals for philosophical papers related to education for presentation at GSCOPE's Annual Meeting held May 13-14, 2021. Because of the online format, registration for this year's GSCOPE will be free.

For the full call for papers, please see: <https://tinyurl.com/yek8uets>.

### Requirements:

- Proposals of 500 words will be considered
- Send as word.doc or PDF with subject line "GSCOPE 2021 Submission" to [GSCOPE2021@gmail.com](mailto:GSCOPE2021@gmail.com)
- Please provide name, affiliation, and email address in the body of your e-mail
- Deadline for submission is March 15th 2021

Please direct all questions to Jessica Lussier at [GSCOPE2021@gmail.com](mailto:GSCOPE2021@gmail.com).

## 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:

**Email:** [edst.gaa@ubc.ca](mailto:edst.gaa@ubc.ca)

[Twitter](#)

[Facebook](#)