

Agenda – Graduate Programs Renewal  
February 8, 2019

1. Confirming participation on the Committee and our roles and responsibilities
2. Process and ways of working together
3. Opening discussion
  - What are the best aspects of our existing program?
    - It's in the north
    - Special ed – portfolio exit option as evidence of learning
    - # of instructors in Special Ed – variety of POV - currency
    - Special Ed – synchronous – preference to folks from PG, then BC then away – is competitive so we can be selective
    - Cohorts gather @ uni in small groups for study – becomes a hub for learning
    - Saturday offerings for immersive learning – compressed time
    - Leading for Learning cert for 5+
    - Special Ed – opportunity for broad range of students, maybe due to being online
    - Special Ed – among highest success rate on campus with 60% project or thesis
    - Required Indigenous course in MDL and elective in Special Ed
    - Ability to take a variety of courses
    - Direct entry from BED ... criteria to have taught
  - How does our existing program align with signature pedagogy positioned in People, Place and Land? Provost's call for destination program – Northern, rural, remote ...
    - What are the ideological elements of / about / in the NORTH
    - Do the two constructs overlap in terms of
      - North = people – social issues of poverty - systematic chaos; community; diversity of experience – especially in small towns, class of people – the Gortex Class; PG x 15;
      - Rural = place
      - Remote = land
      - Might the labels of NORTH, RURAL, and REMOTE too narrow / restrictive while PEOPLE, PLACE and LAND more generous
      - PPL allow us to see ourselves
        - How can this be dynamic
        - Dynamic renewal of research agendas / course materials
        - Access to expertise
        - **Identity** – acknowledge where I'm from and who I am **SELF**
          - Experiential learning; experienced in different ways – and leave different
        - Learning from and with others

- Self-actualization – belonging and making a contribution because of your learning ... passion to enable others; embodied learning
- Honing a professional identity
- Images – like an impressionist painter – images coming out
- It's an adventure within the PPL, sig ped = learning adventure
- Expecting to be changed – *transformed* ... a disorienting dilemma – PPL as an enabler of the transformation ... based on the experiences of those 3 things
  - Are students really expected to be transformed or are they merely expecting to learn???
  - Meeting of the student (their context) to the course – PPL
  - Metacognitive process
  - Reciprocity of program to help them become ... to make the connections
  - UNBC as a mirror for how we see / hear / become aware of place
- Are we taking on the issues / structures of transformative education / pedagogy? How is faculty transforming?
- Do we have the openness for transformation / change ...
- Transformation – of both people and communities ... will members of the global connect with PPL?
- Need for programming to be open enough for individual inquiry and curiosity ...
- Central “hoops” are important to required courses ...
- Space to explore topics of passion ... the research / questions that are bringing you to graduate school – foster the pursuit of knowledge while meeting career goals
- Choice within the program ... there is room for SOME individuality. Needs to be choice ... medical, geography, sociology, 1st Nation / Indigenous
- Leverage options of Western Deans agreement
- Leverage course campus / discipline options
- What do the words mean – what is community, then community within rural / remote contexts
- Place based learning as intentional element to allow for individuals to transform their SELF = build their identity
  - **Community** = hub or the centre = MED @ UNBC = intentionally defined; **sense of belonging**; commonality = what's the slogan, in the best possible way???
  - I and THOU? It must be strengthened within the program & that's what is taken away

*To create a sense of belonging within the MED through an experiential understanding and practice of the venn-ness of:  
Developing of self – leadership ... rethinking leadership ...*

- **People** – persons, self, identity, culture, language
    - community
  - **Place** – thing – physical or virtual; emotional / spiritual; philosophical
    - community
  - **Land** – geography; ecology;
- Are our existing programs meeting the needs of our graduates?
4. Review of existing programs
    - Credit allocation – 30 credits
    - Course overlaps – Special Ed faculty will meet to make recommendations to the committee
    - Competitiveness with other graduate programs - discussed
  5. Renewal efforts
    - Credit alignment (i.e., 30 credits?)
    - Laddering options for certificates, diplomas, MED
    - Future directions – EdD, online, ???
  6. Next steps

THEMATIC COURSE IDEAS / TOPICS

- Outdoor ed
- Ideology
- Philosophy
- Inquiry
- Ab/Indig Perspectives/principles
- Experiential learning
- Reggio-inspired
- Researching workplace topics
- Change in org??
- Leadership
- Ethics in practice
- Moral stewardship
- Innovation
- Change

## MEd in

- Leadership
- Special Education

## 30 Credits

- 9 credit common core
- 15 credits program specific/elective
- 6 credit capstone project

## Common Core Courses (consider teaching concurrently – launched with a summer residency?)

- Indigenous education course with programmatic elements embedded across courses
  - Indigenous Ways of Knowing—Being—Doing (in relation to People, Place, & Land)
- Interpretive Inquiry
  - Broad view of research
  - Research to inform practice
  - Reflexivity; ideology
  - How knowledge is constructed
- Ecology of Learning
  - Drawing on research
  - Learning sciences – evidence based
  - Interdisciplinary

## To Do

- Andrew – email faculty, asking for volunteers to assemble a Spec Ed team to review courses to include (possibly 7???) and discuss how many should be required for the specialization – revise course descriptions and goal statements
- Catherine – email faculty, asking for volunteers to assemble a Leadership team to review courses to include (possibly 7???) and discuss how many should be required for the specialization – revise course descriptions and goal statements
- All – what does the capstone project look like? Can we determine / define two options
  - Substantial project
  - Exit paper