



Submitted by:  
Dr. Dean, & Michael (Michael) J. ...

Accepted by:  
Senate in ...

Academic Planning and Priorities Committee in ...

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## MEMORANDUM

Academic Planning and Priorities Committee

APPC Chair: James Mandigo

APPC Assistant: Melinda Saretzky

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**TO:** Dr. Joanne MacLean, Chair, Senate

**FROM:** Dr. James Mandigo, Chair, Academic Planning and Priorities Committee

**CC:** Dr. Allyson Jule, Dean, Faculty of Education, Community and Human Development  
Dr. Claire Carolan, Associate Director, Program Development and Quality Assurance

**DATE:** January 3, 2023

**RE:** Teacher Education Program Review

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The Teacher Education Program Review within the Faculty of Education, Community, and Human Development underwent a program review in 2021-22. The Academic Planning and Priorities Committee reviewed all of the documentation related to the program review and accepted them at its December 14, 2022 meeting and recommend to Senate for approval.

The APPC recognized this excellent program review and notes that the external reviewers provided minimal recommendations, all of which have a reasonable action plan. The reviewers recognized that "there is a strong curriculum embedding a social justice lens, EDID, and Indigenous ways of knowing." Discussion was had regarding some improvements that could be made, which include social justice, utilization of current resources, hiring of Indigenous faculty, review of how FTE's are counted, and work/life balance for instructors. It was also noted that discussions are in place or pote-3 (d)2.3 (,)9f gcin SUGGESTED

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THAT Senate accept the Dean's Summary Report of the Teacher Education Program Review as presented.

Attachments:

- Dean's Summary Report

Remainder of the documents located:

- UFV Drive: H:\UFVinfo\APPC\





The panel also recognizes that the BEd remains a packed 10½ month program. As such, without completely changing the program structure and duration, there are limits to how much the department can make further adjustments to the program to alleviate systemic issues identified in other parts of this report (e.g., faculty sustainability, workload issues).

Implicit in any program review process is the notion that departments need to measure up to institutional standards. Yet, this review suggests an opportunity for the rest of UFV to also measure up to TED:

- i) other academic units by learning from TED's application of high-impact curriculum and program improvement practices and
- ii) the leadership/administration by exploring how the institution could evolve to better support the BEd, and other professional programs, in fostering student achievement of UFV's Institutional Learning Outcomes in unison with TED's commitments, values, and goals.

***Theme 3: Ministry, Professional/Industry and Academic Standards***

*Highlighted comments by the panel:*

The self-study provided a detailed

Observations during the site visit offers a picture of an exceptional team – “a family” – that is dedicated and passionate about delivering a high-quality BEd program, often to the extent that burnout, low morale, and mental and physical wellbeing are issues of great concern for faculty. TED identified faculty sustainability and workload as the prime concern going forward.

*Recommendations for changes or improvements:*

1. That TED acquires the space they need to properly run the BEd.
2. That permanent faculty workload and contributions (teaching, service, scholarship) – documented in TED’s Self-Study - be examined and acknowledged by UFV. This includes reviewing how FTEs in the 10½-month BEd are counted so to clarify the amount of work TED does and the resources needed to support it.

There is a unique opportunity to add/change/revise the TED with the move to Mission. But with opportunity comes challenges and stress for faculty. Any recommendations for support mechanisms are welcomed. Faculty have suggested that a concurrent BEd model might be better than the current model. This is something to explore.

### ***Conclusion***

In response to the panel recommendations, TED has provided the following Action Plan:

Finalize revisions to course outlines as outlined in this report, as well as those recommendations that emerge from the new teacher education program standards from the BCTC (completion 2022-2023 cohort year).

Develop and implement a concurrent, five-year BEd with multiple entry points.

- Proposal: 2022-2023 cohort year
- Course design and marketing: 2023-2024 cohort year
- Faculty hires: 2024 – 2025 cohort year
- Begin the implementation of years one and three: 2025 - 2026 cohort year

Develop multiple, local, no-cost supplemental practicum options for teacher candidates (2022 – 2024 cohort year).

Seek out additional international practicum opportunities for teacher candidates (ongoing).  
Examine the possibility of a second elementary cohort (e.g., with a middle school focus) for the 10½ month program (dependent on space and additional faculty) (2023 – 2024 cohort year).

Immediate:

- Creation of appropriate faculty offices near one another and designated classrooms.
- Approval of a three-credit release for the design, delivery, and implementation of A2a02a3 Cohort year