

BEd Post-Degree Program Progress Report 2024 – 2025

Based on the recommendations from the Dean’s Summary Comments (October 2022), please see the status of each below.¹

Recommendation	Progress	Status
1. Continue to explore opportunities to create access pathways into the BEd program for priority populations.	Review of admission data from the 2023 intake. Applicants from equity seeking communities increasing in percentage numbers.	Completed
2. Continue to explore opportunities to develop further supplemental practicum opportunities in international settings.	For the 2024 / 2025 school year, participated in a Ministry grant to support certifying practicum placements in Northern Communities. Three candidates completed practicum in Haida Gwaii	Ongoing
3. Continue to regularly review course offerings to ensure the curriculum is emergent and responsive to the priorities in the field.	Reviewed and updated all course outlines in 2023.	Completed.
4. Continue to seek opportunities to fine-tune course offerings in order to improve alignment with own commitments, values, goals and UFV’s ILOs.	All official course outlines reviewed and updated in 2023.	Completed
5. Consider how knowledge and skills of teachers working in middle-school grades (6-8) can be better supported in the program.	Was able to launch a second elementary cohort in 2023 – 2024; ongoing. However, while we could have a primary only focus, we do not have enough for a middle years focus.	Not possible.
6. As the COVID-19 pandemic becomes endemic, seek opportunities BEd students to engage in short practicum extensions in international contexts (e.g., like STAMP in 2018, LENZ in 2012), in Indigenous contexts in BC, and in rural contexts in BC so as to rekindle TED’s commitment to UFV ILO #9: <i>Contribute regionally & globally.</i>	Three teacher candidates completed certifying practicum in Haida Gwaii	Ongoing

¹ Please note all shaded rows relate to the same thing of managing / reducing workload. This is dependent on support from the Provost Office and while we had a solution (reduction of one course release per faculty member by going up to 36 students per course) in 2023 – 2024, Provost office retracted this with no support for a different solution.

7. Seek opportunities to tune TCs into regional diversities (e.g., socioeconomic status, cultural, linguistic, gender) and the real-life contexts, circumstances and experiences of K-12 students outside of school hours.		Not yet explored
8. TED is a champion of EDID in action. This important emphasis on EDID tends to position identity/identity politics as a dominant theme in TED's social justice commitments. Yet, the Panel encourages other important and intersecting lenses and concepts.	School of Education led collaboration with PARC and SASI to create the SOGI in Schools website with official launch and inclusion in EDUC 410.	Completed.
9. Given the current condensed course load and timeline of the BEd program and the increasing expectations to prepare graduates to address Ministry and industry trends and community needs, this Panel recommends the TED continue to explore opportunities to expand program offerings.	Working on 5yr concurrent BEd option; running into problems with College of Arts removal of two minors.	Ongoing
10. Given the TED's strategic commitment to EDID and its adherence to the University's standards and policies, this Panel recommends that the TED continue to explore alternate admissions pathways and opportunities to increase access into the program for priority populations.	Review of admission data from the 2023 intake. Applicants from equity seeking communities increasing in percentage numbers.	Completed.
11. Continue to focus on attracting and retaining faculty who can support EDID scholarship and programming.	Hiring additional faculty and new field experience coordinator in 2025.	Ongoing
12. There is a need for recognition for the unique nature and scope of scholarship and EDID work, as well as the condensed teaching load required of TED faculty. The expectations within the current program model have made attracting and retaining new faculty challenging. The Panel encourages the TED to continue to consider, and advocate for ways to make faculty workload more sustainable.	UFV removed option of having 36 students in a cohort to reduce faculty workload by one course release. As a result, workload continues to be overwhelming.	Going backwards

13. Continue to focus on creating pathways for priority populations into the BEd program.	Review of admission data from the 2023 intake. Applicants from equity seeking communities increasing in percentage numbers.	Completed.
14. Consider the development of a program model which could provide greater access and flexibility for students. A concurrent model could serve as a critical pathway to teaching for Indigenous students and other underrepresented populations.	Working on 5yr concurrent BEd option; running into problems with College of Arts removal of two minors.	Ongoing
15. That TED acquires the space they need to properly run the BEd.	Moved to Mission in August 2024	Completed.
16. 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 resourcing it receives.	UFV removed option of having 36 students in a cohort to reduce faculty workload by one course release. As a result, workload continues to be overwhelming.	Going backwards
17. That measures be taken to alleviate faculty workload issues. Reducing the current teaching load requirement from 21.0 could be considered. TED is sustaining a quality program with a relatively low number of highly-qualified, hardworking employees. Yet, the Panel assesses current workloads as unsustainable and a threat to the quality of the BEd.	UFV removed option of having 36 students in a cohort to reduce faculty workload by one course release. As a result, workload continues to be overwhelming.	Going backwards
18. That TED employees review their workloads and prioritize sources of work at UFV that are essential to the sustainability of the BEd while refusing work that is of lower priority and/or detracts from their work-life balance	This is challenging. 2025 looked at ensuring the minimum eight weeks of time off is planned for by all faculty.	Ongoing
19. That TED and the institution work together to examine ways to make a permanent Indigenous faculty hire a reality.		Not yet started

20. That UFV engage in understanding BEd's (meta)disciplinary culture and demands so as to support TED in delivering this professional, applied post-baccalaureate credential that is distinct from most other UFV programs. The BEd is designed to ensure that skills and knowledge from a range of disciplines are brought together, sequenced, built, and applied to the demands of K-12 schools in a narrow window of time so that students succeed in practicums and the profession. This understanding can also be shared by the university leadership with a view to increasing institutional flexibility and better support professional programs like the BEd.	UFV removed option of having 36 students in a cohort to reduce faculty workload by one course release. As a result, workload continues to be overwhelming.	Going backwards
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As part of the Dean's Summary Comments, the BEd team provided an action plan that is reviewed below.

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).		Completed.
Develop and implement a concurrent, five-year BEd with multiple entry points. o Proposal: 2022-2023 cohort year	Concept paper completed. Trying to finalize proposal; almost there, except just got word that College of Arts has removed the two minor option that may negatively impact progress.	Ongoing
- 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	Lost two faculty, so just trying to get those back. Not going to happen	Not yet started Must be delayed

Develop multiple, local, no-cost supplemental practica options for teacher candidates (2022 – 2024 cohort year).	Created process for candidates to identify interest areas and field experience coordinators to acquire.	Completed.
Seek out additional international practica opportunities for teacher candidates (ongoing).	Joanne visited Mexico to look at International option.	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).	Implemented ongoing second elementary cohort in 2023 – 2024. Not enough applicants interested in middle school to have a middle school focus.	Completed.
Creation of appropriate faculty offices in close proximity to one another and designated classrooms.	Had portables for a year; now moved to Mission	Completed.
Approval of a three-credit release for the design, delivery, and implementation of extra programmatic activities supporting EDID in the BEd.	When BEd program chair position created it has three extra credit release compared to other programs to address scheduling and EDID activities.	Completed.
Revision of faculty workload credit calculation to better align with the delivery of a 10½ month, 55 credit program.	Had one course release per faculty member (while going up to 36 students per course) for 2023 – 2024 (paid for by Dean's Office with support from Provost Office. Support removed as of Sept 2024.	Backwards
Revision of faculty workload credit for Indigenous faculty hire to recognize the importance of supporting local Indigenous communities.	Lost the one Indigenous faculty member we had. Sheryl outlined proposal for Indigenous cohort that would support this option. Not yet taken up by Provost Office.	Ongoing

Dean's Office and Provost Office continue to work with TED faculty to guarantee necessary space at the Mission campus.	Mission campus focuses on School of Education only	Completed
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